

UKSenateMeeting-9-10-12.txt  
UNIVERSITY OF KENTUCKY  
SENATE COUNCIL MEETING

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SEPTEMBER 10, 2012

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LEE X. BLONDER, CHAIR  
ROBERT GROSSMAN, VICE-CHAIR  
J. S. BUTLER, PARLIAMENTARIAN  
SHEILA BROTHERS, ADMINISTRATIVE COORDINATOR  
LISA E. HOINKE, COURT REPORTER

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CAPILOUTO: So this is the beginning of the my sophomore year at the University of Kentucky and I've learned a lot in my first year.

But what I've learned most is what I imagined before I got here, and that is I believe in you. I believe in this University and I believe in the promise that has existed here for 150 years.

And because of your commitment and hard work over the last year, we've reached new heights. We've engaged in innovative initiatives that enhance the education and service we provide, and we've set in motion a plan that will lay a foundation for our continued ascent.

We began last year by asking two questions: Where are we and where do we want to go?

To answer them, we set out a process to establish a shared agenda, one that is representative of our campus community, encompasses the priorities and

visions of our state and honors this its year legacy.

I listened intently in our colleges and classrooms, at homes and offices across the state, during meetings and informal receptions, and I learned valuable insights and stories from across the great Commonwealth.

A University review committee made up of faculty and staff was empaneled to examine where we are and recommend areas that need additional attention.

The recommendations were strong and clear. We must focus on and enhance our undergraduate education and we must take steps now, not later, to revitalize the campus facilities where our students live and learn, where our faculty and staff teach, work, and where we discover and create.

These priorities were strongly reaffirmed by our Board of Trustees in a meeting last October. They directed that I move forward with a plan to address both of these issues: Undergraduate education and facility revitalization.

Since then we've moved toward these shared goals intentionally, strategically, but also quickly.

What did we do first, we've engaged in a unique national lending public/private partnership to build new living/learning spaces throughout our campus.

We expanded and enhanced our honors program.

We addressed issues like access and affordability by investing in scholarships and financial aid, and setting a benchmark limit on what we would do for tuition and fees next year, should we raise them.

Those moves and those accomplishments helped us do the incredible work so many of you have been doing at this University for a long time, long before I got here. As a result of your efforts, we are welcoming the largest, most diverse, and best prepared class in our institution's history.

Tomorrow I will share with our Board of Trustees some specific data on the incoming class, but I wanted to share preliminary good news with you. And it's not just in our freshman class, but I want to mention things across our graduate education and our research ventures. So please pay close attention. This is good news. Sometimes I learn in Lexington, we don't focus on the good news. Sometimes I say we're too often bad news bears. So listen to this.

It's the largest, most diverse and best prepared class in our institution's nearly 150 year history.

Record number of students with the

31-36 ACT.

Over a quarter of the incoming class has a 4.0 or higher grade point average.

We have a record number of Singletary Scholars, 51. And I appreciate Athletics funding those additional Singletary awards.

We have a record number of National Merit/National Achievement finalists, 71. For the last several years we have been around 30.

In 2011, with 30 National Merit finalists, we were 57th out of 359 institutions. And so I'm grateful to have these students.

If you looked at where 71 would place you on the list of 2011, we'll have to wait for what 2012 looks like, the University would be 36th among public/privates, 15th among publics.

So who is in our neighborhood with 71 National Merit finalists, here are the five that are above: Cornell, Dartmouth, Illinois at Urbana-Champaign, Maryland at College Park. Those are the five below, excuse me. The five above are Indiana, Ohio State, Berkeley, Baylor and Duke.

We have a record number of Governor's Scholars and Governor's School for the Arts.

We have a record number of out of state students.

We have 309 Honors Program students and 182 Valedictorian.

Those are the data, but I want to share a story with you that is so much a part of what I enjoy in my job.

Last year in Nashville I met a student and I asked her how her year was going and she told me she took a gap year. I didn't think you could do that in high school, but she did.

And she told me she worked in Malawi as a volunteer and helped create a business amongst single women, mothers. And that at the cost of this microfinancing arrangement she was able to create a Christmas ornament business. So she sent me this Christmas ornament which I keep on my desk.

This young lady could go to any college she wanted to and she chose to come to the University of Kentucky. And I meet more and more students like that. So when I share data with you, please know these are the wonderful students that you've made possible for us to bring to the University of Kentucky.

Our graduate education, enrollment is up about one percent from what it was in 2011. Our professional enrollment is up slightly as well.

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Now I want to talk to you about research. The University of Kentucky leads post-secondary education in Kentucky when it comes to research. There are about a half billion dollars in research and development expenditures across the Commonwealth in the eight four-year colleges.

More than 60 percent of the federal research is done here and expenditures is done here at the University of Kentucky.

More than 75 percent of the state and local expenditures are here.

And nearly 65 percent of the industry sponsored funded research is here.

Last week you probably noticed the Chronicle on Higher Education listed and ranked those universities with the most licensing revenue. Only two universities in the state made that list of just over 150 universities. There were only two from Kentucky. The University of Kentucky's licensing revenues were ten times that of the other state university.

We were ranked 71st out of 155 universities, just divide the University of North Carolina at Chapel Hill and Ohio State.

And you know this year our hospital was ranked number one in the state. We did this beginning several years ago by investing in our hospital. The revenues have increased from 300 million dollars annually to 1 billion.

Admissions have increased from 19,000 to 35,000 and it's a clinical enterprise that's becoming important to research and is now a regional referral center, which is so important in the changing healthcare market.

Again, these are data, but let me share with you just some of the stories that I know are behind these numbers.

Earlier this year, I was visited by a father and his daughter who wanted to raise a complaint about not being able to live on campus as a sophomore. She was an honor student that had come from Ohio. I told them we've got to do better next year and we will.

As they were leaving, I asked them why did you come to the University of Kentucky and he told me about a preview night in Ohio where one of our faculty was seated at the table.

And after his daughter described what she wanted to learn and study, the faculty member said, you know, in a college focused on a discipline, it's going to make it pretty likely that I will not be interacting with you when you're at the University of Kentucky, but I want to give you my card with my office number, and I want you to be able to call me if you ever need anything.

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This last week I received a flag that had been flown in Afghanistan from our Sullivan Medallion recipient, Elizabeth Redman. Now Elizabeth's story too is remarkable. In high school she decided she needed to do something to serve her country so she joined the National Guard here in Kentucky.

A couple of years into that service, her group was activated and deployed. Because of the faculty here, who arranged distance learning courses for her, she continued her education.

While she was there she embarked upon incredible community service programs. She was able to purify water in a simplistic way and cut down on acute diseases. You made that happen.

This year I got to sit next to a young man who received a mechanical heart implanted here at the University of Kentucky. We're one of about 38 hospitals in the country that are so qualified to do that.

Just a few weeks ago this young man, who would have died without his mechanical heart, received a transplant.

And then there are the stories that deeply move me. When we have had tragic losses on this campus, and I consider every student a member of our family, I've called the parents.

One gentleman told me how one of our faculty stood in a visitation line for over two hours. She was the last person in that line. She shared with them the report and speech that student made in the last class he attended. And this family told me how they were able to reach closure because of it.

A few weeks ago, Reuben, who works at our billing office, received a call from a parent. They had fallen on hard times. The parent wrote me an email that thanked me for the service we provide.

The family had fallen on hard times; it had affected the student, but they were going to get there. This student was going to return home, live at home, and go to the local community college.

They were in arrears when it came to their bill at the University of Kentucky. Like all universities, you need to be current before we send transcripts and so forth.

But Reuben figured out a way. He figured out a way so that young man could continue, get the transcript he needed, get a billing sys -- payment system in place; didn't follow all the rules, but followed our values. And that gentleman said in there, I'm going to get my son back to the University immediately.

So these are the stories that lift me everyday. They express our values in

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incredibly compelling ways. They exemplify this Kentucky Promise that's been revealed to me. And I thank you and countless others that I could stand here all day and tell you stories about.

So where do we go from here?

We have a moral imperative to improve our undergraduate education and it's now become a financial imperative as well.

The new normal you've heard me talk about is not so new anymore. Our State funding, that we enjoyed earlier, is down by 50 million dollars on a recurring basis and I don't expect it to return any time soon.

The truth is that the traditional support has shrunk. Our ambitions remain strong and we still can fulfill them.

We can do so if we honor our commitment to undergraduate students; to honor a commitment we make to students when we welcome them to our classrooms; and to honor a promise we make everyday when we engage in our creative activities.

So first about undergraduate education: This year working with our provost and deans, we need to understand how we grow smartly, how we improve our retention and graduation rates. This is key.

Every world-renowned post-secondary institution, state flagships and leading research universities, all have strong undergraduate education programs. In many ways it financially supports activities and priorities across the campus.

I'll give you one example: In our budget of last year, where I think we awarded up to around 60 million dollars of University funds in stipends and student support, graduate students generated 17.5 percent of the tuition income, but they received 36 percent of the scholarship support.

Our research and graduate education set us apart as the leading University in the state which makes us a flagship. We are an indispensable institution of the state. The breadth and depth of our programs and discipline set us apart from those all over this country.

The work we do in our labs moves our state forward. What we create in our studio informs our souls. And we work to enhance the quality of life and research, and we've got to make investments to further enhance this excellence.

A vibrant undergraduate education program is a primary component for our future. But it's not the only way to earn our way forward.

This summer I visited China with two of our energy researchers. I learned there that China, like many other countries, is making investments into things that we

know about.

In fact, in China in the portfolio that we were most versed during this trip, China is making 1 trillion dollar investment in energy innovation. The Department of Energy here in the United States, just 2 billion dollar. That's a 500 (unintelligible).

Our Center for Applied Energy Research and their scientists are going to be able to leverage these opportunities.

I think we have further opportunities in productivity and efficiencies in funded research.

And the new modalities of learning, especially at the graduate level, are going to offer a market of high return with the incredible talent we have here.

If we're going to build the type of undergraduate/graduate/professional student experience and research enterprise that will help us earn our way forward, we got to have a budget process that encourages and rewards entrepreneurialism.

This budget process has got to be transparent; it's got to hold us all accountable to each other; and it's got to allow for long-term, collaborative planning on the part of our colleges and administrative units.

We are starting early and taking a methodical approach to develop this new financial system of accountability. Interim Provost Tracy continues meetings with our deans to discuss goals and there are other meetings underway to advance this work.

We look forward to sharing with you more information about how we determine a Kentucky model and how we deploy it. This has got to hold us all responsible at the administrative and college level.

We've also got to identify those areas for strategic investment, if they relate to university priorities, college priorities, as we strive for more excellence.

How we identify these areas of excellence is part of the topics that I will address when -- and what we hear from you -- when the Interim Provost and I meet with colleges during the fall of the year.

And we're also continuing our work with the R3 committee, that was the committee that looked at recruit, reward, retention of our faculty.

We've got to figure out how to best reward and support you. You're our most important intellectual capital asset.

Already we're committed to a 5 percent merit raise pool for next year. But that can only be a start. It can't be the end. We will not be successful in faculty and staff unless we remain competitive with our salary.

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Interim Provost Tracy is examining the ways we can structure the implementation of R3 committee's recommendations, so that we can do a better job of developing, mentoring and shepherding our young faculty staff.

And finally, we received several reports from Huron, the consulting group we retained to examine our administrative structure and budgeting process.

When the priorities and methods for reaching our goals were set years ago, we lived in a very different time. UK was structured to achieve different goals and respond to different demand.

Huron was asked to assist faculty and staff leaders on committees throughout the University to make significant recommendation about moving forward in this new environment. One of the questions we asked, in short, what structure and processes do we need in place to be nimble and responsive to the present, so that we could ensure the Promise of the tomorrow.

So we've already begun taking some of these steps through consultations across campus.

So first off all the President's reorganization: We removed as a direct report and eliminated the office of Vice President of Commercialization. We are going to continue our efforts there under new structure. I've asked Lee Blonder to offer recommendations for individuals that will work with us as we structure -- restructure (unintelligible).

The VP for Research is now in direct report but we work as a team in the administration building to discuss all these matters.

Provost Tracy has worked on strategic realignment of the provost office to support our colleges and priorities, doing reorganization, elimination of four positions, transferred two programs to colleges, and the addition of one staff position, we've reduced the number of direct reports to the Provost by seven; that is much more manageable.

We appointed a Senior Vice Provost for Student Success, that's for all students, Dean Dan O'Hair, with full role on an interim basis, while maintaining a commitment to his College of Communication.

Now these Huron reports are available online and we welcome your feedback. This is part of the transparent and collaborative process we're working for.

Now amidst all this progress, there are a bunch of questions we need to figure out answers to together. And I'm just going to name a few: All of you have seen this information about distance learning and -- and so forth.



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Here in our own state, four year colleges have embarked heavily in this area. I'll give you a couple of examples: Western Kentucky University, nearly 19 percent of their credit hours are now offered online. They have over 1,000 courses. Fifty graduate and undergraduate programs are offered online.

Morehead State University, nearly 30 percent are completed online. They have programs, several Master's programs and a few Bachelor's programs.

Our community colleges now have 33,000 students systemwide who are taking online classes.

So how do we measure student-learning outcome; how do we ensure quality; how do we measure work beyond credit hours and seat time? These are all questions we got to answer together.

What are the processes that encourage or discourage people from engaging in these activities?

As we develop a new master plan for our campus, we've got to figure what a 21st century UK campus is going to look like. And a strong partner in all of this has to be our students and our neighborhood.

A few weeks ago when we welcomed our newest class of Singletary and Patterson Scholars, I asked Coach Calipari to drop by and say hello to them. He walked in and said, you know, I was thinking about what I would say to you today and I'll say to you the same thing I say to myself, I want you to go to bed and wake up in the morning asking yourself the same question: What did I do today for my University; what did I do for my classmates?

Last week we had a preview night in Owensboro, Kentucky and one of those Singletary Scholars that we awarded, a top-notch student addressed that (unintelligible). He repeated that story. And he is asking himself what he can do everyday for his classmates and University. So these students are the future.

A report from the Chronicle of Higher Education titled: College of 2020, states that in the 21st Century students will expect to design their own curricula and find ways to learn in their own style.

Other organization and policy leaders are calling attention to the need for a new generation of problem solvers who tackle the most challenging issues across multiple disciplines and fields. Our new core curriculums makes a huge step in that direction.

So we've got to ask ourselves everyday what can we do to help our University, our fellow faculty, and our students, and what is this shared process of

mutual input, respect and collaboration supposed to look like.

It begins with trust. I'm trying to earn your trust; we are trying to be more transparent about our processes. You may not always agree with what you hear, I understand that, but we're trying not to hide any conversations. We work to share with you and seek your feedback.

Over the last year I have grown to deeply love this institution and its people, and its priorities and its values, and mission. We have this profound promise we share. It calls us to serve and work everyday to transform lives in this State.

We, all of us together, you, me, are here to inspire generations that are going to come up.

Earlier I mentioned Reuben in the billing office. Reuben was committed to finding a way to make sure that student's door to higher education was not closed. He didn't just look at the rules, he examined the values. That's what must guide us as we go forward.

We cannot retrench. We can't always say what can't we do? We have to have the spirit of what can we do?

So that's the creativity, innovation that I see at the University of Kentucky and I look forward to working with you to expand.

We share a special vision for this University, it's a commitment to values first, focus on asking questions; and an unyielding resolve to try and find the answers to those questions.

I know we can move forward. You have my pledge and commitment to work together with you to make this a place that is wonderful to work and a place that is a touchstone for our students, faculty and staff, and a cornerstone for our future. Thank you very much.

BLONDER: Thank you President Capilouto. I'm going to open the floor to questions. Please remember to state your name and your affiliation before speaking. Questions?

CAPILOUTO: Yes, ma'am.

DEBSKI: Liz Debski, A&S.

I guess I was hoping to hear a little bit more about the budget and the upcoming budget cuts. And -- and with regard to trust process, I guess I was going -- after the first round of cuts it seems like trust went down a bit, and I was especially wondering sort of what lessons were learned from that first round and going into the second round, what could have been done differently?

CAPILOUTO: Sure. Thank you for the question. Well, first of all it's something we want to change in the long term with the budgeting

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system. We want colleges to be able to plan in the long term. You don't wait until a month before the budget to figure out, you know, what those numbers are.  
(Unintelligible).

In the short term, we did something that is not really my first choice, but I thought it was an only choice. We did a level of across the board strategic reinvestments and cuts, and then we asked our provost to work with all the colleges to make any adjustments that we thought were necessary.

So we're starting that process again, but we're starting it much earlier, and we're going to have time to discuss all these matters.

We also met with our center directors and department chairs and deans, to engage them in the process so that we can fully view and understand what we think will allow us to make more informed decisions.

So we're starting early; we're going to have this dialogue. Interim Provost Tracy is leading it, and those are the biggest lessons we learned. Thank you for your question.

BLONDER: Other questions?

CAPILOUTO: Yes.

BRION: You spoke of having a --

BROTHERS: Name please?

BRION: I'm sorry. Gail Brion, College of Engineering.

You spoke of having a nimble and responsive administration, but oftentimes it's difficult to be nimble and responsive when you have so many people that you have to get their input on decisions. It's kind of like a federal government. How do you plan on balancing that, especially working with this Senate body?

CAPILOUTO: Sure. I think, you know, I spoke to the new Senators earlier and I talked about the challenges we face in our education today.

We have become big organizations. And really unfortunate events for the last year. You can look at Penn State; you can look at Emory, where you had enrollment management officials who really inaccurately reported ACT data. We know of cases of scientific misconduct.

I notice the Department of Education this week fined the University of Virginia Tech for not more quickly issuing a warning when they had that horrible tragedy on their campus.

So we're these big organizations, you know, and we delegate all this responsibility and trust. And I'm working for ways, looking for better ways that we do that.

We're trying to improve horizontal

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communication and vertical communication so we learn from one another.

And I'd also like to work with you in further empowering the colleges to make some decisions so that they can be nimble and responsive. So any suggestions you have, I'll take them. It's that balance we're trying to achieve.

And those things I mentioned, those are rare events. And as I told the group earlier, I hear tenfold, you know, examples of the things we do so well and that we do right.

And I just want to use the opportunity to thank you again. You know, the horrible event pops up and everybody starts picturing and coloring everything. I wish I could tell you everyday all these great e-mails I get, all the compliments and things.

BLONDER:  
PRATS:

Another question?  
Armando Prats, A&S.

I wonder if you could speak to the recent layoffs, how -- whether there was any kind of guideline in the -- for the several departments or colleges or units? We were reading about this stuff in the paper; it seems almost arbitrary. And certainly for staff members or those with no tenure, it seemed like a cause of great anxiety. I was wondering if you could let us or at least me, know how -- how this was done?

CAPILOUTO:

Sure. I'll speak in general, not in specifics. And you did read about a couple of situations; there were many more that you didn't read about. So what did we try to do?

First of all, we have policies that guide this, especially on the staff side, that HR worked with all of the units to follow. After the first one of these, and I thought it was best that we always have an HR professional there to work with the administrator to make sure we've covered everything, and that we did this with integrity and respect, and make people fully aware of their privileges under these things.

What did we try to do? You know, we made assessments and said, you know, if anybody was within a year of qualifying for their benefits, then we would bridge all of it.

We're not an organization that has a hiring freeze and in fact, we're a vital organization where people still leave and come and so forth.

If we have opportunities for folks in the future; we want these folks to be considered as well. Those are the things we try to do.

The question I have for us that we've got to figure out is, you know, we grew over the last few years starting in 2008 at

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the peak of the recession. In 2011 we grew our faculty by about 9 percent, our administration by 6, and staff by 2.

Do we have people in the right places; do we have people strategically deployed; is the work load fair? You know, those are the things we've got to figure out these dialogues with these meetings we're having with our colleges.

BLONDER: Another question?  
GROSSMAN: Bob Grossman, A&S.

There are SACS accreditations coming up, and from my point of view, SACS does not realize that there's a new normal, and that if the resources that it's requiring us to allocate towards things like assessment just keep increasing and increasing with no regard for the workload of the faculty as it is, and the staff, the administration, as it is, so I was wondering if you share this point of view, and if you do, is there any chance of trying to influence the decision -- the demand that SACS puts on the University with no (unintelligible).

CAPILOUTO: I had a wise senior administrator from another university who's enable to view these things over a long period of time. He really wasn't talking about SACS, but he was taking about some new regulations that come out of these adverse events. He said, you know we often in response to these things take a chainsaw to a stick of butter. You know that we, you know, something goes wrong and we chop it.

Lee sent me your summary of work for the past year and I looked over it. I didn't read every word, but I put particular interest on the definition of a credit hour that you all did.

I read all that and you know, the federal government got involved in that too and issued its own definition because so much is built on financial aid.

We all know seat time and work time is not why we're all here; it's what people learn and how we struggle to measure it.

I feel like SACS is trying to push us in that direction with the learning objectives and outcomes and all.

I don't know if it's going to happen in my life time, but I would hope in the future we'd be able to get away with -- get away from some of all the process and structure measures and have a reasonable list of outcome measures that work.

In the short term, in the short term though, we simply have to do this. You know this. I mean you have difficulties here, you don't qualify for financial aid, federal funding, you know, this could be a nightmare and we don't want to do that.

But figuring out how we can do it

efficiently is a challenge. But let's get it done because if we get it done this time, you do a five year report five years from now, and then you do it again ten years from now. So, I would get it done.

GROSSMAN: So just followup, so I agree with you that we have to do this now. But the second part of my question: Is there -- are you going to take opportunities to communicate with SACS about how to improve this process so that it doesn't cost so much time and so much effort and taking time away from research, teaching and service that we are trying hard to --

CAPILOUTO: I will defer sharing my views until after we're accredited.

GROSSMAN: Okay. Fair enough.

BLONDER: Any other questions for the President?

CAPILOUTO: Yes, ma'am.

DEBSKI: Liz Debski, A&S. If I could ask one more.

You repeatedly talked about a focus on undergraduate education and, you know, given the trend from the past that really little resources going into that, but given the class sizes and everything like that, and given the current budget situation, what sort of resources are you going to put into undergraduate education that will enable those of us that are teaching these large classes and large majors to really give these kids a quality education?

CAPILOUTO: Sure. So this is best we take seriously this business about section sizes and all. And we look at sections and subsections here: In the fall semester we'll have 3700 sections. About -- even if I'm off a percentage point, 5 percent of those are over 100; we have probably 60 percent, 70 percent that are (unintelligible).

I pay attention to those and that's back to that question of do we have the right resources deployed in the right places.

Because we have variation; we have variation across the University in how we -- how much we teach and employment and we've got to figure that out all together so that we do have the resources in the right place.

In terms of investments, so we strategically are reinvested in this last budget round in terms of our priorities and what we try to do; that's why we have budgeted a year in advance a 5 percent salary increase. We think that is important.

We also have the opportunity with enrollment folks and doing it smartly and assigning resources in the correct manner and revenue growth.

If we increase retention, keep students that are already here, by 10 percent, we have over 1,000 transfer students, if they went up by 100 or 200, and

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with the enrollment of our class now, gross revenue, that's probably -- don't hold me to it, off the top of my head, that's probably 14- or 15 million dollars extra revenue. (unintelligible).....

So we will come back and share more information, more detailed information with you about our budget as they become clearer now that we have a fuller understanding of our tuition, our net tuition revenue.

DEBSKI: Well just to make it a bit more specific, I mean, we have been hearing that the budget cuts are going to necessitate, for example, letting go of the advisors in A&S which were credited with actually increasing retention. Are you going to save those advisors? Those advisors that --

CAPILOUTO: Well, you know, I read about that in the Kernel this week and I thought some of that was premature. We're having discussion between our dean and our provost about the plan for our colleges and what we're going to do.

So that's the first I learned about it, and I think that those all need to be discussed, everything is discussable. That's what we're having these planning meetings for.

I can't tell you exactly about a particular situation. But I can tell you we're committed in working with colleges to understand the workloads; the distribution of resources, and not just in one area, or one particular type of employee, but across the entire college. So, we're committed to working on it.

DEBSKI: So this 5 percent merit increase will also go to people who are teaching? I mean, in the past a lot of just research faculty had the reward of these increases. Are you all going to --

CAPILOUTO: I am not going to be part of anything that just awards somebody from one dimension of what we do at the University. It's going to be a merit plan that takes into account your responsibility.

BLONDER: We have time for one more question.

ANDERSON: I'm Debra Anderson, College of Nursing.

Just a follow-up on the 5 percent merit pool that is being -- has been proposed and has been (unintelligible) going to happen. Has there been discussion on that 5 percent being across the board 5 percent?

The reason I'm asking that, I notice that staff senate is looking into something similar to that because it's been several years since there's been a healthy raise and people, you know, may have had higher one year and not higher the next year. Does it make sense to look at this, this one time (unintelligible) to give a decent raise to everybody (unintelligible).

CAPILOUTO: Are you saying that we look at performance outside of more than one year, is that what you're --

ANDERSON: Well, right. And I'm also thinking that -- I'm hoping that over the past five years that people are here that during that five years they've been contributing to the mission of the University. And so, you know, they (unintelligible).... but I'm just saying, for one time does it make sense to do it across the board?

CAPILOUTO: Oh, across the board, everybody gets 5 percent?

ANDERSON: Right. Or we could -- you know, colleges do it differently. One college will assess it one way and one college will assess it another way, so there's a lot of variation.

And the 5 percent pool, I'm assuming that that means that -- this is what I've heard anyway, that that college would have that 5 percent pool and they will then distribute it according to the college; is that correct?

CAPILOUTO: You know, I think that that's basically the way we're going to do these things as we budget forward in our current budgeting system.

But back to the 5 percent across the board, you know, I believe first of all in meritocracy. We've got to assess people better. I heard that in the R3 report, and it is due to the improvements in that area, and so I think there's (unintelligible) our University. That's my principle.

In terms of how we're going to implement this, we can have more conversations certainly about this. Thank you for raising the point.

BLONDER: Is there anyone who hasn't asked a question who would like to? Thank you very much.

Just a reminder -- this Hollie Swanson, the former Senate Council Chair's slide, please remember to sign in when you arrive. Please give your name and affiliation when you speak. Communicate with your constituency. Attend meetings! Respond to emails & web postings as appropriate. Acknowledge and respect others and silence your electronic devices.

The first item of business: We need a motion to waive Senate Rule 1.2.3 to allow the Senate to consider the agenda and recommendations for action because some supporting documentation was not sent out six days in advance.

CHARNIGO: So moved. Richard Charnigo, Public Health.

BLONDER: Is there a second?

BRION: Second. Gail Brion, Engineering.

BLONDER: Is there discussion? All in favor please raise your hand. Opposed? Abstained?



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Motion carries, thank you.

The minutes from Senate meetings on March 19th, April 9th, and May 7th, 2012 are ready for approval. We have not received any changes. Does anyone have any corrections to those minutes? If not, I need a recommendation that the Senate approve the Senate minutes from March 19th, April 9th, and May 7th as distributed. Would someone like to make a motion?

WOOD: Connie Wood, Arts and Sciences. So moved.

BLONDER: Second?

WASILKOWSKI: Second.

BROTHERS: Name please?

WASILKOWSKI: Wasilkowski (inaudible).

BLONDER: Is there discussion? All in favor please raise your hand. Opposed? Abstained? Motion carries, thank you.

I'd like to do some introductions. I'm the new Senate Council Chair. My name is Lee Blonder. I'm from the College of Medicine. I'm in the Department of Behavioral Science, Sanders-Brown Center on Aging. I have joint appointments in Neurology and Anthropology, and I began June 1st.

Bob Grossman from the Department of Chemistry and the College of Arts and Sciences is the Vice-Chair.

Greg Wasilkowski, Engineering, is a Senate Council member, Connie Wood, Arts and Sciences, Debra Anderson, Nursing, Mark Coyne, Agriculture.

We have three students who vote on the Senate Council: Maddie Wright is an SGA Representative, Stephen Bilas is the SGA President and an Ex-Officio voting member. Eli Edwards is an SGA Representative.

Gail Brion, Engineering, Liz Debski, Arts and Sciences, Katherine McCormick, Education, and Alison Davis, Agriculture. These are the voting members of the Senate Council.

We have three Ex-Officio Non-Voting Members: Hollie Swanson, the past Chair of the Senate Council, John Wilson, Faculty Trustee from Medicine, and Irina Voro, Faculty Trustee from Fine Arts.

In the Office of the Senate Council, we have Sheila Brothers, who is full-time Administrative Coordinator, and half-time, Janie Ellis is a Staff Assistant. So in the Office of the Senate Council, we have one and a half FTEs who do an incredible amount of work.

Michelle Sohner, the Sergeant at Arms, she's from the Office of Academic Ombud, and J.S. Butler is our Parliamentarian, he's a Professor at Business and Economics.

Lisa Hoinke is the court reporter. Apparently, Lisa was delayed doing a

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deposition and she's on her way, but we're not sure if she'll make it.

The Academic Ombud, Ms. Sonja Feist-Price from Educations, the Provost Liaison to the Senate Council is Richard Greissman.

The Associate Registrar is Sean Cooper, Sean replaced Jackie Hagar who retired in June. And the Staff Senate Chair is Mike Adams. Mike is Ex-Officio Non-Voting Member of this body.

We have 28 new or re-elected Faculty Senators this year representing ten colleges. We have -- we're still waiting on the Dentistry election. We also have 18 new student senators representing each of the colleges, and the SGA President, Stephen Bilas.

I'd like to welcome all of the new Senators, and would you please rise, the Faculty and Student Senators, to be recognized.

Now I have quite a number of announcements to make. This has to do with the fact that the last Senate meeting was May 7th, but the Senate Council operates year-round, and the Senate Council itself has had three meetings and a retreat since May 7th, plus the other work that we're doing.

So one of the things that we did, the Senate Council discussed the reporting structure of the Vice President for Research. The President mentioned that in his speech.

The President has suggested that the VPR report directly to him rather than to the Provost.

At the urging of the Senate Council, I and others arranged an agreement with the President's office that President Capilouto will make a final decision after receipt of a report from the Senate Council ad hoc committee on centers. Bob Grossman's chairing that and he'll describe that in a few minutes.

That the President will come to the Senate with a formal proposal regarding the reporting structure in early spring and at that time, the Senate will have a proposal and we'll vote to endorse or not endorse whatever the President suggests.

And in the interim period, the Vice President for Research will continue to report to the President.

More announcements: Due to the recent administrative changes in the Provost's area, the Senate Council deliberated on two related issues: Who should chair the Health Care Colleges Council, we refer to that as HCCC, should the new position of Associate Provost for Faculty Advancement have voting rights in the Senate?

Traditionally the Associate Provost for what used to be called Faculty Affairs,

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was the chair of HCCC. The Senate decided that there was no problem with the Associate Provost for Faculty Advancement who -- that's the new title for this position, would chair the HCCC, that person has not been yet named to my knowledge.

Regarding ex-officio status, the Senate Council is planning to compose an ad hoc committee to review the voting and non-voting status of ex-officio members.

The Senate Council approved the use of a syllabus generator developed by Jeannine Blackwell and her group, that faculty can opt to use if so desired.

Eventually, the syllabus generator will sit on the electronic course approval tracking system site. Right now, there's some tweaks that have to be made to make it compatible with the University computing system. So it's not up yet, but there is a syllabus template that's on the eCATS site just to help faculty if they wish to use it in developing a syllabus.

Speaking of the -- well, the credit hour matrix that the President referred to. This summer the South Georgia College contacted the Office of the Senate Council for permission to use the Senate's credit hour matrix that was approved in the Senate last May to help them better comply with what we call SACSCOC, Southern Association of Colleges and Schools Commission on Colleges for those of you who (unintelligible).

The Senate Council approved editorial changes to the College of Pharmacy calendar. The Senate Council approved adding Presidential Election Day as an academic holiday, that is an academic holiday at the University and the College of Pharmacy added it into their bulletin.

Also, the Senate Council approved adding the reminder of the start date of a specific rotation block.

Past Chair Swanson in May, before June 1st rolled around, approved course and program change proposals, this was after the May 7th meeting on behalf of the Senate. Two of the four provisionally-approved transmittals will be posted for final Senate approval this week, and the remaining two will come thereafter.

Past Chair Swanson approved addition of one dual degree, Pharmacy/Public Administration, student to the May 2012 degree list. This student was omitted due to institutional/clerical error.

At present while we're waiting for our new Associate Provost for Undergrad Education, Karen Badger, College of Social Work, has agreed to serve as the Interim Chair of the Undergrad Council.

Also, please be on the lookout for an email this week with information about the

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Senate committee compositions. And many of you filled out preferences, and those will be -- you'll be receiving information about that soon.

President Capilouto referred to this report that Past Chair Swanson and I sent to him last week regarding the 2011-2012 activities. This report was mainly composed by Hollie Swanson, with help from others, and it detailed all of the work that we and that you have done. So if you want, you can check it, it's on the website.

And if you did not receive an email announcement about today's meeting via the Senate listserv, please see Sheila Brothers.

Now for my Chair report. I want to point out that I think there's some confusion about this body because I keep hearing it referred to as Faculty Senate. So I wanted to discuss just a little bit to review the voting membership of the University Senate. It's a mixed constituency body. The voting membership comprises about 75 percent elected faculty, 15 percent elected students, and 10 percent ex-officio administrators.

So that breaks down to the following members who can vote: 94 elected faculty Senators who represent the 18 colleges, one emeritus professor, two faculty trustees, 18 elected student members, including the President of Student Government, and 11 or 12 ex-officio administrators, depending on the year.

This year, the ex-officio voting members include the Provost, the Associate Provost for Undergrad Education, Deans of Libraries, Communication and Information, Dentistry, Design, Education, Engineering, Health Sciences, Law, and Social Work. Next year, the Deans not mentioned here will be included.

There is one area where only elected Faculty Senators vote and that's per the Governing Regulation IV. Only elected Faculty Senators vote on the degree list and the honorary degrees, so I'll try to remember to mention that when we do the voting.

We rolled out the Electronic Course Approval System this summer. I'm sure you all got emails about this. I sent one out. This was a joint effort among the Senate Council and staff, UK IT, and various administrators and academic council staff. It was funded by former Provost Subbaswamy.

Many faculty and staff have received eCATS training offered through UK IT, and there is the training manual that's on the Senate Forms website, it's also on eCATS site.

eCATS went live campus-wide in August, following a one-year pilot in Arts and Sciences. Currently it only handles course proposals, so new, change, and drop.

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In the future, we hope to add programs.

As I mentioned in the e-mail, faculty and staff can access eCATS by logging on to the myUK portal and clicking on Enterprise Services and then Workflow. We feel that this will greatly improve the efficiency with which courses are approved and we're very excited about it.

Now I'm going to turn this over to Bob Grossman who's going to be doing the Vice-Chair Report.

GROSSMAN: Hello everyone. I don't have a whole lot to report. I just wanted to include a little bit about this Ad Hoc Committee on Centers that the Senate Council put together.

Over the past year there have been several issues -- several proposals coming to the Senate Council that made it clear that there is some awkwardness in some of our regulations governing multidisciplinary research centers, graduate centers, and interdisciplinary instructional programs, all organizations that pull from different colleges, pull faculty and staff from different colleges and put them in a committee that is sometimes outside the college, sometimes not.

So Senate Council decided to organize this, made me Chair of the committee. The committee has about ten members on it.

I did, first of all, want to assure everyone that this committee is not acting -- it doesn't have -- it doesn't have an agenda. We're not told by anyone, well, come out with this answer because it will make it easier to balance our budget or anything like that. Okay.

It's purely -- and our purpose is to first of all -- there are too many charges. First, find out what exactly are the interdisciplinary activities going on at the University and how are they organized.

And the second: Is there a way that they could better be organized to make it easier and more efficient to have these interdisciplinary activities. No one is looking for ways of shutting down any kind of activities that are going on now.

It's simply the question is: Is this the best way to organize them or do we have a better way of organizing them. So we're currently just gathering information.

The last couple of weeks I've been trying to collect the names of all the directors of all the interdisciplinary programs at the University just to let you know. You can get a scope of this at the Vice President of Research website, he lists about 80 different centers and institutes at the University, and that's just research centers and institutes.

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Some of these, nine of them report to him directly, report to the VPR directly. And there's about 70 or so that are stashed within various colleges, and the size and scope of these vary enormously.

Some are purely service-oriented centers. There are quite a few of those with family medicine where they're being outreached to some of the rural areas. Some of them are purely research. Some of them essentially seem to be one person who decided to call themselves a center. And some of them are clearly multi-faculty endeavors and multi-college endeavors. So we have a huge range.

We're going to gather -- we've created a survey for the directors of these centers. And again, it's not just research centers, it's also instructional programs and graduate centers. And after we get that information back, we'll then think about ways to also engage the deans, and the higher administration, and also the faculty that will be within colleges to try to see if there's any kind of consensus at all about what would be the best way to organize these types of activities at the University.

Any questions at all? Okay. Thank you.

BLONDER: Next we have a Parliamentarian Report, J. S. Butler.

BUTLER: First, I am an economist and I'm very pleased to have a secondary appointment in Gatton College. My primary place is in the Martin School of Public Policy and Administration. And I am the Senator from the Graduate School. That's the reason why I'm here. So my (unintelligible) secondary affiliation, but it's secondary. All right. Most motions -- most of the time we'll just have ordinary motions and most of the time after discussion voting is by majority vote.

Amendments are possible and occasionally happen. Technically, an amendment may be itself amended, that's relatively rare and highly unlikely. I don't think I've ever seen it happen here, but technically, it can happen. All that is by majority vote and is usually straight forward.

Occasionally, someone may wish to terminate a discussion. Occasionally, there is a motion to do something else like change the order of the topics, like you did, to put something on the agenda that wouldn't normally be there, to change in some way rules.

Anything that involves stopping debate or changing the rules requires two-thirds vote.

Occasionally, someone may wish to send an item, an item back to committee, that

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is a majority vote and it is allowed as a motion. And it takes precedent over everything else because if you send it back then keep on talking about the motion and the amendment, that would be pointless. You're not going to send it back if you're still talking about it.

All right. And one other point that is always true is anything that comes from the committee requires this happening. The logic is as follows: A committee is not just one person, if it comes from the committee it must have had two people, at least. Therefore, it already has a motion and second. Therefore, it is not required to do anything else, it becomes the (unintelligible).

And I'm Parliamentarian, I'm going to answer any question that arises otherwise. Thank you.

BLONDER: Next we have a Trustee Report. Irina Voro is going to give that.

VORO: Thank you, Madame Chair. Hello everyone, hello Senators, good afternoon. I'd like to start with a brief imagination exercise. Please look around. Pick a nice person in the room.

GROSSMAN: What if we don't see any?

VORO: Pick a nice person in the room. (Unintelligible) Now imagine

yourself eating this person. No, no, no, don't be shocked, I will explain the rationale later. If you can't imagine yourself eating anyone in this room, imagine the (unintelligible) teaching a distance or (unintelligible) and just feel yourself biting into him or her. Really feel yourself doing that. It's horrible, isn't it? It's horrible.

Okay, here's why I asked you to do this exercise. It appears that administration is leading us down the path of cannibalizing teaching positions claiming that that's the way forward.

Let me give you one example and you decide for yourself whether to (unintelligible) right now. In college, College of Fine Arts in which I am at, teaching positions are being cut while (unintelligible) new position of Chief Executive Officer is being established. At the price of (unintelligible) our assistant professor lost two teaching assistants. Our Dean is hiring another Chief. I'm afraid soon we will have no Indians left.

As a colleague of mine says, whenever there is a hitch in the administration or a problem in the system, what our administrators usually do, they create new administrative position.

In 2008 the University of Kentucky had 1.9 administrators per (unintelligible) faculty member. And these administrators, they leave us teachers. And as you know,

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many of them are paid handsomely.

One executive with our University last year took home 1.3 million dollars. Yet the general public believes that we teachers and researchers, we are tenured fat cats and we are sucking juices out of tuition-based students when reality reports the opposite.

We teachers and researchers, we are the main source of the University revenue. We are also the main reason why students come to study here. I have never met a single student who has come to study at the University because of a particular administrator. But I know many students who came to study at the University because of a particular professor.

Last year (unintelligible) Bain report on higher education in America, not to be confused with the Huron report for which our administration paid 1 million dollars. This paper stated before and I quote "support and administrative costs have grown faster than the cost of instruction across most campuses.

In no other industry would overhead costs be allowed to grow at this rate. Executives would lose their jobs.

If universities look at areas where they can make cuts and achieve efficiency, they should start farther from the core of teaching and research, cut from the outside in and deal from the inside out. But in reality, our cannibalism of teaching position goes (unintelligible) parallel with costs in administrative (unintelligible) and it's all being done despite the fact that the budget crises is now being used by our administration.

The costs of the (unintelligible) was fully covered by tuition rate. Also, as you likely heard, (unintelligible) academic side of our campus has so much cash now on its hands, it lent 87 million dollars to the Medical School, for the Medical Center so they wouldn't have to borrow from the bank and this 87 million dollars is at least three times more than we can put aside by cutting jobs.

So here is our moment of truth. Who will interfere, who will intervene to stop this grand folly. I think it is us, the faculty, we must do it. I doubt that it will be rewarded, at least not (unintelligible).

And speaking of the Board, two items which may want your attention on the more important agenda. The first item is the evaluation of the President, and the second item is the election of the Board Executive Officers. And the two are interconnected, let me explain.

Even though (unintelligible) presidential evaluation was sought from all Trustees, yet the sole and final verdict on



his performance was (unintelligible) by the Board Executive Committee in a closed session.

They decided that the President has exhibited extraordinary performance, extraordinary performance worthy of a bonus. And this is after unnecessary job cuts, and this is after some unsuccessful lobbying efforts in Frankfort. And this is after the Huron consulting report for which was (unintelligible) for which I personally think we should get a refund. And this is after the dorm deal, which as it turns out, is still up in the air.

If he gets extraordinary rating for cutting teaching positions, what will he get if (unintelligible) superdooperbubalicious rating or something else (unintelligible). Well, it's not a secret that many Trustees are smitten with the President. One Trustee even said that he has so much trust in Capilouto, his trust is so complete that he doesn't feel he needs to evaluate him. But you and I, we all (unintelligible)....

Just think how it ended. We know what it led to. Former President Todd, he wasn't held accountable, and instead when he failed and decided to step down, he was given 1 million dollars and made arrangements (unintelligible) to his secretary and a salary of (unintelligible).

So a lovefest between the President and the Board and the extraordinary grade worry me. I think it would work better if there is not just trust with the President but also verify that their trust is well-placed.

Now you may ask, how do people get to the Executive Committee, in fact, how do people get on the Board of Trustees. The Board, as some of you may know, comprises 20 people, 16 of them are appointed by the Governor. And the majority of those appointees, they donated sometime generously to the Governor's political campaign.

There was one Republican who donated to the Democratic campaign, Democratic party, \$52,000 a year before he got his appointment on the Board.

(Unintelligible) University (unintelligible) the Republican that I mentioned, once he asked to be filled in as to what tenure is. And it's actually good that he asked. It's good. (Unintelligible) if he don't ask, we can't help him (unintelligible).

So in reality, the Board's agenda is determined by the President, to whom the Board (unintelligible). The Board is run by the chair and the executive committee comprised of five people who must be elected every year.

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Even though the election, the process is called election, I would personally call it or say it is more like appointment. There are no alternative candidates for executive positions and those who are nominated by the nominating committee, they do not provide Board members with their action agenda or statement of what they would like to do to improve the University and the Board performance.

Personally, I don't really know what the candidate (unintelligible) except for Sheila who actually was nominated this year to be Senator (unintelligible) and I know exactly and precisely what she wants and what she wants to accomplish.

So last year when (unintelligible) I actually brought up the idea that those who are nominated for executive positions should share their plans with the Board of what exactly they would like to achieve. And this idea has been favorably received by several Board members and by the Chair himself, and I thought I had their word that this year when the election comes we would have the process organized differently. But I was wrong.

It seems like the Board will continue to work as before as if (unintelligible) never happened. Just like the Bain report notes, over the years, more and more power is concentrated in the administration. The administration has become bloated and actually brazen (unintelligible).

And here is one example, as Senate, you recently voted to decline the plan for administrative reorganization at the Gatton College. But the administration simply brushed you off your decision, and overruled it (unintelligible). And as you know, the Board seldom disagrees with whatever the President propose.

Rubberstamping is a habit, you know, and so is being quiet. So far I haven't heard from many of you on this deal, how you feel about it. I only heard from one person who was displeased and dissatisfied, but not from anybody else.

And so what I'd like to say to you and my message to you is the process was established. If you overlook on the minor issue there is a chance that it will happen again. Like the question of (unintelligible)... Because without any opposition (unintelligible) the President and his subordinates will determine which program and position lives or dies.

But I don't think we need to trust their judgement this much because the University is not a unified military (unintelligible); it's not a dictatorship. It is an institution with shared governance.

(Unintelligible) the Senate has a

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responsibility to hold the administration accountable (unintelligible). So I guess at this point we have two choices here. We can stay quiet and docile and just wait until our ship sinks or try to steer it to safety.

Look at UK Football fans. They're so (unintelligible). Every time they don't like something or the game is lost, they bombard the Board of Trustees and the administration with their e-mails and concerns. And guess what, they get answers.

We must (unintelligible) if we want the University to fulfill its mission of teaching and research. We must protest unnecessary cuts and protest meaningfully.

And here is what I propose to do. In University-wide forums, which I understand are already being setup, we need to get together to have honest discussion.

We have to decide what our plans, what our options are. We have to collect evidence, as much as possible, as to how the University will be damaged if the current top down approach continues.

Let's brainstorm together those forums. Let's make sure that our college and all colleges understand.

Also, remember a couple of years, Lee Todd was going to lend 20 million dollars to the Athletic Association to build a billboard? And remember what happened? We had to petition, the faculty had to petition (unintelligible) different colleges. And remember that under faculty pressure, the deal was scuttled.

And now the academic side lent 87 million dollars, this is three times more, and we are quiet. So perhaps we can do it again and see if it works.

Also, I'd like to ask you to start writing to the members of the Board. Write and voice your concern. Write directly to them. You can CC to me and to John so just to make sure that your e-mails are not lost and we get the answers. But if any of you, and I understand there are more than 90 members of this wonderful organization, if any of you write just one e-mail per week, that's about 90 e-mails per week. It's a pretty good number to start with.

And the trick for us is not to stop doing this, just do it even if we don't get an answer. Our path is to persist. Our path is not to be quiet at this moment.

We should finally learn our lesson. We can be humane and have (unintelligible) or salvage leftovers from the administration table. What I hope to hear (unintelligible).

We've been quiet for a long time but our collective voice cannot be ignored if we choose to use it. It is our University and it's time to finally start governing our self.

Thank you so much.

BLONDER: If people have questions for Dr. Voro, please e-mail her.

COYNE: Mark Coyne, College of Agriculture. If you, Irina, and John, immediately would send a reminder to the faculty Senate, and students, on the process (unintelligible) on the agenda for the Board of Trustees to bring up these special items, I think I need a reminder on how that process works.

VORO: Okay. Thank you. Sorry.

BLONDER: The next item on the agenda is the approval of the August degree list, this is the second of two degree lists. The Senate approved the first August degree list in May. There was one addition as a result of institutional/clerical error, one Doctor of Philosophy student was added.

So I'd like to have a recommendation that the elected faculty Senators approve the revised second August degree list for submission to the President to Board of Trustees as recommended degrees to be conferred by the Board. Would someone like to make that motion?

WASILKOWSKI: So moved. Greg Wasilkowski, Engineering.

BLONDER: Is there a second?

BRION: Gail Brion, Engineering.

BLONDER: Discussion? Now this is a degree list that only faculty Senators, elected faculty Senators vote.

GROSSMAN: I just had a --

BLONDER: Oh, I'm sorry. Yes.

GROSSMAN: This responsibility is conferred on the faculty by law of the State of the Commonwealth of Kentucky so this is why, one reason why we do this every term is because it's required by law for us to do it. And the privilege is given only to the faculty of the University.

BLONDER: So all the elected faculty Senators in favor please raise your hand. Opposed? Abstained? Motion carries. Thank you.

We have a situation here. We had a dual-degree student who correctly applied for the May 2012 graduation, however, administrative error kept the student from receiving a degree.

This came to our attention in the last few days and many people have been working very hard to understand this. However, the student legitimately deserved to have a May degree and therefore I would like a recommendation that the elected faculty Senators approve the addition of one student to the May 2012 degree list for submission, through the President to the Board of Trustees, as a recommended degree to be conferred by the Board.

BRION: So recommended.

BLONDER: You so moved?

BRI ON: So moved; Gail Bri on.  
BLONDER: Is there a second?  
WOOD: Second.  
BROTHERS: Name please?  
WOOD: Connie Wood.  
BLONDER: Discussion? All in favor please raise your hand. Faculty only, elected faculty Senators. Opposed? Abstained? The motion carries. Thank you.  
Next on the agenda are committee reports. The first committee report will be presented by Davy Jones who is Chair of the Senate Rules and Elections Committee. This is a proposed change to Senate Rule 5.4.1, Residence Requirements. Davy?  
JONES: Okay. For those of you who don't have a handout, this relates to requirement of SACS. SACS requires that at least 25 percent of the credits for an undergraduate degree be at the University of Kentucky or to be awarded from the University of Kentucky. Our Senate Rules didn't actually say that, it had some language there but didn't actually say it that way. So we've -- what do I do, Sheila? Click?  
BROTHERS: Click okay.  
JONES: So I think we got to have the SACS requirement here that wasn't actually stated. We have some other language about some other parameters.  
So what we've done is we've added to the language that already existed this 25 percent requirement. So there are now these set of requirements for undergraduate degree.  
We also took the opportunity here to note that we do delegate to the College Dean here the authority to waive some of these requirements. But I think in talking with Heidi Anderson, Heidi Anderson said that, you know, requirements coming from SACS are only to be waived by faculty because they know the academic situation.  
We've delegated it here to Dean, but to keep the faculties constituent finger on what's going on, we've added here a provision that annually, through the Registrar, there will be reports to the Senate Council (unintelligible) that we haven't had -- how often are these waivers going on? How deep are they cutting? You know, how -- how many hours are being waived off?  
We'll start getting annual reports of that just to keep track on whether there's any issues that we need to attend to.  
So the recommendation is to adopt the blue language here for incorporation into this rule.  
BLONDER: Are there questions for Davy?  
BUTLER: J. S. Butler, Graduate School.  
This phrase veteran status, currently serving veterans, what does that mean? Currently serving veterans as opposed

JONES: to anybody who happens to be in the military?  
This is meant for people who they were in their last semester, they were about to get a degree then they had to go serve.

BUTLER: Currently serving?  
(UNINTELLIGIBLE)

JONES: No. Being in the service effected their ability to satisfy the requirement.

FOX: Chuck Fox, Entomology and Agriculture.  
How does this affect the PhD students that come in with their Master's degree because currently they only have to take 18 credits of courses before (unintelligible) exam if they come in from (unintelligible) Master's requirement?

JONES: This is only for undergraduates.

FOX: Only for undergrads, okay.

CHARNI GO: Richard Charnigo, Public Health.  
Is condition 2 redundant of condition 3?  
Could a person satisfy condition 3 but not condition 2?

JONES: We have some degrees here that are -- by CPE, you can't have less than 120 hours for an undergraduate degree, but we have a number of undergraduate degrees that are more than that.  
We thought -- we could see where there would be some redundancy perhaps from 1 and 2, but just to make sure that we captured all of them, we thought that it would be better to have a little redundancy in the wording rather than have something implicit and then needs to be interpreted.

CHARNI GO: I understand that with degrees that have more than 120 hours you would need 1 in addition to say 3, I understand that part. But would you need 2 if 3 is present because 3 says a minimum of 30 of the last 36, so if you have a minimum of 30, then you would automatically have at least 30 and that would meet condition 2.

JONES: I can see that. But we thought -- we discussed that -- I'm speaking for the Senate Council -- Senate Council discussed that, but it would be better to have more information here than less.

GROSSMAN: If I recall correctly, part of the discussion was if a waiver is requested, the waiving of 2 is quite different from the waiving of 3 and so even though they overlap significantly, you can't have one without the other. The reason for the waiver would be different.

JONES: Yeah, it would -- we're trying to track the nuances here.

BLONDER: Other questions?

FINKEL: Raphael Finkel, College of Engineering.  
Is there a grandfather clause?

JONES: Senate Council said this would take effect immediately.

BLONDER: Other questions?

THYNE: Clayton Thyne, Arts and Sciences.

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Do we need the words, presented for the degree, in line 1?  
JONES: Connie, do you like those words?  
THYNE: Kind of say it twice, so....  
WOOD: In the very first line?  
THYNE: Yes. (Unintelligible)....  
JONES: Rules Committee, (unintelligible) you like the line presented for the degree?  
WOOD: Yes.  
GROSSMAN: Well, it is redundant in 1 ----  
JONES: Oh, oh, oh. Yes. That can editorially taken out. The Rules Committee is authorized to editorialize it.  
BLONDER: Any other questions? Can we then have a motion that the University Senate approve the proposed changes to Senate Rule 5.4.1 effective immediately?  
GROSSMAN: Comes from a committee so --  
BLONDER: Yeah, so we don't need it. We have a motion. We don't need a second. Do we need to discuss this further? Discussion? All in favor please raise your hand. Opposed? Abstained? Motion carries. Thank you.

We now have Alice Christ who is Chair of our Committee on Academic Facilities. She's going to present the report.  
CHRIST: Now I know you've all done your homework so I don't have to read you the whole report, but we do have a recommendation.  
This is a document that was put together in the fall of last year while John Rawls was still Chair of this committee. And it derives from the revived committee duty to evaluate a bunch of capital projects proposals sent to us by the Provost at the last minute in the last capital project cycle.

There were no criteria that we could tell. Mainly what they could tell is that there was a huge variety of formats and a huge variety of different kind of presentation for capital projects proposals, many of which did not in any way address academic merit.

And of course on this campus there are projects that don't pertain to academic merit, but the committee thought that were some that did, but had not presented a useful justification.

So we are asking you to accept as a Senate document this Criteria of Academic Merit and Capital Projects Planning document as an aid to units that might be putting together a project proposal that does have claims to academic merit and also as a way to help members of the committee do those evaluations.

I haven't got confirmation but it looks like there will be another round of capital project proposals maybe this winter,

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and we may be just in time to circulate this document as a way for the unit to finalizing those proposals probably about now, to add a segment on whether there are measurable academic values that they would like to point out in their proposal.

So this is not a list of things that everybody must do, it's a kind of checklist to help people compose their proposal.

BLONDER: Since this comes from a committee I don't need a motion. Is there -- are there questions or discussion? Questions for Alice?

GROSSMAN: Bob Grossman, A&S. This is a -- we're going to request that the administration include this checklist when they are planning capital projects, is that -- is that what the purpose of the motion is?

CHRIST: I think because it's a Senate document, it would be -- we would request the administration to include the notice of this document as part of their procedures for putting in a proposal and maybe just send out a link to it. But it's a kind of informational thing that I would hope that as a Senate document, you could just find it on the Senate page.

BLONDER: I should add that as a result of this and discussing this with Alice, I contacted Bob Wiseman, VP Facilities, and he has offered, and we made arrangement for Alice to be on the campus master plan committee so that way the Senate will have a direct link to the campus master plan committee, and this document will be circulated to that committee.

PRATS: Armando Prats. So this is soliciting input from faculty to -- I don't understand. What could I possibly say about, you know, Patterson Tower should topple and --

CHRIST: This document pertains to capital project proposals which is a process that the University goes through in order to get proposals through the Council and post-secondary education and then approved by the legislature.

So those forms came under -- units submit proposals in order to get them on a huge list of allowed construction projects should the money ever show up. Hundreds of proposals have been approved, but if your proposal has not been approved you can't build it according to state law.

Now of those hundreds of proposals approved, the Provost's problem a year or two ago was he did want some faculty input on whether there was a top ten academic merit list just in case we happened to get funded for a ten academic project in the last budget cycle. So that's what this pertains to.

BLONDER: Other questions? So we have a



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recommendation from the committee that the  
University Senate accept and post the  
Criteria of Academic Merit and Capital  
Projects Planning as a Senate document.  
Discussion? Second? We don't require a  
second. Discussion? Bob.

GROSSMAN: I'd like to propose an amendment.  
BLONDER: Okay.  
GROSSMAN: That these words and ask the  
administration to make the criteria a regular  
part of the planning process.  
UNIDENTIFIED: How about adopt?  
GROSSMAN: Adopt, okay. Adopt the criteria --  
BLONDER: Please state your amendment,  
please.  
GROSSMAN: To add on after the end of this --  
ask the administration to adopt this criteria  
as a regular part of their planning process.  
BLONDER: Is there a second to the amendment?  
WASILKOWSKI: Second. Greg Wasilkowski,  
Engineering.  
BLONDER: Is there a discussion of the  
amendment?  
THYNE: Clayton Thyne, Arts and Sciences.  
I mean I like the amendment, but  
I'm kind of shocked that we're not already  
doing this. And I wonder if we can move a  
step beyond this after passage -- be more  
forcefully -- I'm actually kind of  
dumbfounded. I mean, how are they making  
decisions now, and why is that document not  
the very first thing that happens when you  
decide how to spend on something?

BLONDER: Would you like to be on the  
Academic Facilities --  
THYNE: I mean it's dumbfounding.  
CHRIST: Well, I think -- yes, I think we're  
-- we have an opportunity here actually to  
become more active in maybe influencing those  
policies a little earlier in the process now.  
And I think the academic -- I mean the campus  
master plan is a good start to maybe having a  
voice before all the decisions are already  
made.

BRION: Gail Brion, College of Engineering.  
On Bob's amendment, is ask the  
correct word or would it be encourage or  
request or --  
UNIDENTIFIED: Demand.  
BRION: -- demand or --  
CHRIST: We are only an advisory committee.  
BRION: Strongly recommend?  
GROSSMAN: I think if we ask and they say no,  
we're screwed anyway.  
BRION: Oh, but ask just sounds just kind  
of --  
GROSSMAN: I -- encourage --  
BRION: Encourage.  
GROSSMAN: I -- encourage. I would change it  
to encourage.  
BLONDER: Okay. Can you restate the  
amendment then?  
BROTHERS: And encourage the administration to

adopt these criteria as a regular part of the planning process.

BLONDER: Okay. Is there further discussion on the amendment? Why don't we vote on the amendment. All in favor please raise your hand. Opposed? Abstained? The amendment carries. Now we go back to the main motion and we go back to --

BUTLER: We're on the main motion as amended. The main motion is on the floor and was on the floor. And it simply sat down while the amendment --

BLONDER: Now we --

BUTLER: Now it's back on the floor.

BLONDER: Do we need a second. We don't need a second, we need a discussion. All right. Discussion of the main motion as amended.

STEINER: Shelly Steiner. Main problem and is a very important issue (unintelligible). One of the main problems is that the criteria or choices are on shifting sands. One of the major problems is you're number one chemistry-physics, two years later you're number ten. We don't know -- it's like shifting sands.

We don't have any input. We don't know when things change. We aren't informed when things change. We don't know what the logic is for changing.

So you can have a good reason to have twenty different projects, you worry though, in this will, administrative will. That's where the input is really very important in my opinion rather than just something indicating that if there's going to be a change, there should be some justification for it not just some individual whose money (unintelligible) all of a sudden that (unintelligible) becomes a probability. That is the real problem.

BLONDER: Would anybody else care to discuss this? Why don't we go ahead and vote on the motion as amended? All in favor? Opposed? Abstained? Motion carries.

CHRIST: Can we have another two minutes because I think a couple of people brought up things that proved you didn't do your homework actually.

We were also charged to look for a way to make easier, better, more consistent, faculty input into decision on capital projects and also renovations. And we failed to find any easy way to do that.

But things are a little bit different now than they were a year ago in terms of building and in terms of who is running what in the different administrative offices. So I think we do have an opportunity and I'd like to invite participation in this committee.

I am thinking there is (unintelligible), that there is a regular building contest among the deans and units,

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and maybe, however, this committee could join that particular meeting. Maybe we can talk to some of the regular participants in that building competition and ask them to invite us to participate.

BLONDER: I think we could if we wanted to --

SWANSON: Can I ask just one question?

Hollie Swanson, College of Medicine.

So late last spring, Dean Korbluh managed to get several of us invited to a meeting with Bob Wiseman and that building committee. And the topic of discussion was the new dorms. And so we were a little bit surprised that faculty had been involved in that plan. So could you update on us on where that plan is?

CHRIST: No. Sorry. We're still not involved.

BLONDER: Thank you, Alice. The next item on the agenda is the honorary degree list. There are three nominees and Dean Blackwell will present this.

BLACKWELL: Good afternoon everyone. I have a cold, I hope you can still hear me.

What I will be presenting to you today are the nominees for honorees to be presented for the first time at a December commencement.

This body decided last year and wrote into the Senate rules that the Senate could approve up to five degrees for honorary degrees over the course of one year. And that is an academic year.

And so this is the first time that the joint committee on honorary degrees has put forward nominations for the December commencement. So I'll be presenting those to you for presentation at December commencement.

We will continue to hold the regular call for nominations for May commencement, that will go out very shortly. And we will be soliciting your input and nominations for May commencement in just a couple of weeks. That will proceed in the way that you are used to seeing honorary degree candidates brought forward.

First I would like to thank all the members of the joint committee. Half of the members of this committee are appointed by the Senate. The members of the committee are me and James Boling from Administration, Armando Prats, who is here with us today, Kaveh Tagavi is here. Darrell Jennings, Jane Kleinert, Debra Anderson, Kumble Subbaswamy, was the Ex-Officio member, Hollie Swanson was the Ex-Officio member, Mike Richey, and Keith Gannon, who is on the Board of Trustees.

So that's the composition of the old committee, the new committee has not yet been appointed. This group made the decisions about these nominations at the end of last spring and this was the first Senate

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meeting at which they could be presented to you for consideration.

The three nominees for December 2012 are J.D. Crowe, Honorary Doctor of Arts, David Lollis, Honorary Doctor of Letters, and Charles Shearer, Honorary Doctor of Letters.

J.D. Crowe, as you many of you already know is an internationally renowned Bluegrass music artist and has served as guest lecturer in English and Music courses at the University and other institutions, and is the band leader, of course, of J.D. Crowe and the New South.

He has many awards and is in many halls of fame, music halls of fame, and has won Grammy and IBMA awards. His innovative banjo playing and bluegrass music has been a model for many in the State, region, and nation. And, of course, has been the organizer of the J.D. Crowe Bluegrass Music Festival. And tutored many bluegrass musicians who have gone on to successful careers.

David Lollis, who has a B.A. from Transylvania University and studied at American University in Public Administration, has been the President and Executive Director of the Federation of Appalachian Housing Enterprises which supports affordable housing opportunities for low income Kentuckians.

He has served the Kentucky Governor's office as the Chair of the Appalachian Advisory Council, and is a Commissioner of the Appalachian Commission, past President of Appalachia, which provided low interest, low amount incomes for affordable housing for the eastern part of the State, and has served on the Board of Directors and is Chair of the National Housing Assistance Council. He has won a lifetime achievement award by the Kentucky Governor's Housing Conference.

The third award is for Charles Shearer, President of Transylvania University 1983 to 2010, he is now Professor Emeritus and a UK graduate. UK B.S. in Accounting from '64, an M.A. in Diplomacy from 1967. He went on then in the further graduate work to get an M.A. and PhD in Economics from Michigan State.

He, as President of Transy, he helped lead the University in solid growth, enrollment, increased the size of faculty, secured the future of Transylvania University through increased donations and endowments, expanded the academic offerings at the University and broadened financial support for faculty and students and led Transylvania to a number one ranking in U.S. News and World Report for regional liberal arts colleges. And the institution still ranks highly in National Liberal Arts education today and is a partner institution, sister

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institution, and feeder institution for the University of Kentucky, part of the (unintelligible) cooperative of the University of Kentucky and the City of Lexington.

Charles Shearer also led in increasing the number of community service opportunities for students, faculty, and staff at Transy.

So these are the three nominees that the committee has recommended to Senate Council and I believe that Senate Council has a recommendation to you.

BLONDER: This recommendation is coming from the Senate Council, let the elected faculty Senators approve the three honorary degree candidates, Honorary Doctor of Letters, Honorary Doctor of Letters and Honorary Doctor of Arts, Doctor of Letters, Doctor of Letters for submission through the President to the Board of Trustees as the recommended recipients of honorary degrees to be conferred by the Board. This doesn't require a second. Is there discussion?

FINKEL: Raphael Finkel, College of Engineering.

In the past you've asked us to keep these names confidential until the Board of Trustees (unidentified) it; is that the case here again?

BLACKWELL: Yes, please.

BLONDER: Other questions? This vote is limited to elected faculty Senators. All in favor please raise your hand. Opposed? Abstained? Motion carries.

BLACKWELL: Some of you might look at this (unintelligible) of candidates and say that there's not very much diversity here. And you would be right. The committee has to work with the nominations that come forward.

Please, if this bothers you or sticks in your craw, it's up to you all as the faculty of the University and the institution that you represent, the departments and colleges you represent, to come up with candidates that you think reflect the fabric of the University and the way that you want our University to be perceived by our graduates and their families at commencement and the rest of the community.

So it's up to you all to get those nominations to the committee and we encourage and are very happy to see those nominations.

In addition, there were some people who expressed some concern about whether or not having December awards would cut into the number of nominees that we would have for May commencement.

We've already received three nominations for May commencement so I think we're already on our way to having a good pool.

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I would just like for it to be a very rich and diverse pool. Thank you.

BLONDER: Thank you, Jeannine. Next we have -- this is our last item on the agenda, it's a report from our Student Government President, Stephen Bilas.

BILAS: I'll try to make my remarks quick. Distinguished faculty, staff and students, our University exists as a set of communities coexistent; administration, faculty, auxiliary services and the students themselves.

To be successful, however, coexisting amongst one another is not enough. Interdependence is a higher and more effective form of not only managing student needs, but also establishing a trustworthy relationship within our University.

Working, living, teaching, and studying in such an environment is vital to our Mission of enriching lives through education, research, and service.

In upholding these objectives, the student government has aggressively sought out to eliminate non-academic barriers to student success while promoting involving the program, supplementing students on campus experience.

The value of pursuing such goals is perpetual. We continue to build the dreams of yesterday and hope to inspire the dreams of tomorrow.

Furthermore, I urge neither student government nor the esteemed faculty to be limited to the borders of campus. The legacy of our work, though established here in Lexington, should be showcased nationally and globally.

I believe that the student body as a whole understands the changes being made on our campus are steps in the right direction.

While the University is experiencing major budget cuts and changes are still taking precedent, the change that is the easiest to spot is all the renovations and new buildings going up around the campus.

And I while to some this may -- to some this may seem like a nuance. The changes are for the betterment of campus and for the future and current Wildcat (unintelligible).

The new buildings will not only help the recruitment of the best and brightest students possible, but they will also facilitate learning that will hopefully thrust our University into the highest realms of success when compared to other top research institutions.

Supplemental education does not encompass programs like student government's nonpartisan Wildcat Interest Group, or WIG, which seeks greater advocacy from higher education and places students directly in

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congressional offices.

And it's an inaugural year, WIG was proud to offer internships for our students in six of the eight D.C. congressional offices, there's a Wildcat in Washington initiative.

Student government will seek to expand these programs by offering more internships and stipends in the remaining congressional offices while reaching out to several constitutional offices in Frankfort as well.

In these opportunities students are able to apply their civic knowledge gained in the classroom and amongst their peers.

Our most recent efforts have been to establish an endowment that will aid in the future expenses of these opportunities that seek to provide for students.

UK needs to ensure that it continues to provide competitive opportunities to distinguish itself from other institutions.

Some of these programs seek to serve the broader student campus. Student government in cooperative with LexTran successfully oversees the implementation of the Cats Cruiser, this late night bus transportation service provides students with a safe and reliable form of transportation to and from campus, free of charge, Thursday through Saturday.

By dedicating a significant amount of resources to projects like this, student government has demonstrated a commitment to proactive approach when it comes to safety and our students.

We pledge to continue to ensure that student government resources are allocated for the most effective use and not compromising the integrity of student safety.

This is a perfect example of how the students are working directly with the local community to enhance the quality of life on campus and in Lexington.

This year student government will oversee a new initiative called Legacy. Legacy directly engages student needs and desires by allowing them to submit ideas for campus improvement with the necessary support our student government should and can provide.

This engagement occurs on the University's most fundamental level, peer to peer discussions, and all the while receiving information to cultivate these proposals into tangible realities.

Every year great ideas go unspoken and unheard because students lack the outlet to do so.

The program not only encourages students to be their own stakeholder for the

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University, but also provides an accessible avenue to assist in a never ending mission of improvement.

Every student will now have an opportunity to leave their legacy on campus.

Student government also has programs engaging specific demographics. I have been privileged to meet and interact with hundreds of the members of the incoming freshman class and I am truly impressed by the caliber of students we have recruited from this institution.

In the fifth year, the Leadership Development Program seeks to identify a diverse and diligent group of freshman and expose them to the many mechanisms of the University and serve these students.

The success of this program is seen through the large amount of applicants creating a competitive pool of eager students whose involvement with the University will likely continue not only as undergrads, but as alumni.

These individuals will also direct -- will have a direct hand in shaping the University's future.

Student-run programs also allow freshman to explore the University's offerings at ease. Student government has assisted in facilitating KWIG with its continued inclusion of Tally Cats.

Tally Cats incentives (unintelligible) student participation and during its first week of the year reached over 3,000 freshman.

Since its inception in 2009, Tally Cats success has been a result of comprehensive work of many groups like UK Public Relation and Marketing, the Office of the President, Office of the Provost, UK Athletics, and the IT Department.

All these groups, however diverse, embody the cooperation required to make this University successful.

These programs need not exist independently, but as part of the same whole. By directing and engaging students, they are not only accountable for the University's success, but also directly involved in the opportunities these programs can provide.

As a student body representative of over 28,000 students at the University, I am greatly pleased with the faculty and their relationship with the students.

It is important, however, to resist complacency in all that we do. As a collective body we must constantly be moving forward. Unfortunately, my time on campus, like any other student, is limited.

And because of this, I leave you with this charge: Never be stationary and join me in committing to constantly moving our University and its students forward.



Coming together is a beginning, keeping together is progress, and working together is success. Henry Ford. Thank you.

BLONDER: Any questions for Stephen?

ANDERSON: What is Tally Cats?

BILAS: Tally Cats is basically an incentive based program where students, any student with a student ID, whether they're undergrad or graduate can participate -- or it encourages essentially student participation in various events on campus.

So, for example, if I'm a student program and I really want to help promote an event or an activity that I'm hosting, they can contact our offices and we will set up a team which will market the event and will send Tally Cat swipers to the event.

So when students go to these events, they swipe their ID and it catalogues their information. And at the end -- throughout the semester and at the end of the semester, we award prizes for the students who are actively engaged on campus. Any other questions?

BLONDER: Thank you, Stephen. If there's no further business, may I have a motion to adjourn?

WOOD: Motion.

BLONDER: Is there a second?

WASILKOWSKI: Second.

BLONDER: All in favor?

UNIDENTIFIED: Aye.

BLONDER: Thank you very much.

\* \* \* \* \*

THEREUPON, meeting was adjourned.

\* \* \* \* \*

C E R T I F I C A T E

O F S E R V I C E

COMMONWEALTH OF KENTUCKY )  
COUNTY OF FAYETTE )

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

My commission expires: January 27, 2015.

IN TESTIMONY WHEREOF, I have hereunto set my hand and seal of office on this the 8th day of March, 2013.

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