

UNIVERSITY OF KENTUCKY
SENATE MEETING

* * * *

* * * *

DECEMBER 14, 2015

* * * *

* * * *

ANDREW HIPPI SLEY, CHAIR
KATHERINE MCCORMICK, VICE-CHAIR
KATE SEAGO, PARLIAMENTARIAN
SHEILA BROTHERS, ADMINISTRATIVE COORDINATOR

* * * *

* * * *

HIPPI SLEY: I'd like to call the meeting to order, please. Welcome to the last Senate meeting of the year. Please make sure you sign in and you have your clicker for voting. All right. Our first vote is attendance. All right. We will close the poll on this on this hard question to answer. That's great.

Okay. So we didn't receive any corrections for the minutes so unless there are objections now, the minutes from November 9th, 2015 are approved by unanimous consent.

Great news on election results. I'd like to welcome the Chair, Senate Council Chair elect, Katherine McCormick, who is here in the orange shirt somewhere. She's disappeared. She will be the new Senate Council Chair from June 1st, 2016.

We also will have a new Senate Council Vice-Chair from that date, who

UKSenateMeeting12-14-15.txt
is Phil Kraemer, who is here. He's in
the very, very back with the red shirt.
We also have three new council
members, these are Lee Blonder, are you
here, Lee? Yes, she's there. Margaret
Schroeder, who is here. And Connie
Wood. They're all sitting together.
That's lovely. They start not June 1st
but January the 1st.

We will say good-bye and thank
you and we're very sad to miss you, to
Dave Watt, who is right there, right in
front, and Bruce Webb, who is sitting
right next to him. Thank you, very
much.

There's some news for emeritus
faculty and I would like to turn over to
our senator, who is the emeritus
senator, to quickly tell us some good
news.

KENNEDY: The Administrative Regs
calls for emeriti faculty to have access
to materials for research and creative
work. I think that's the way it's
worded. Until about two months ago,
that meant pencils and papers and
envelopes.

We have now negotiated with the
University and you can go to
download.uky.edu if you're emeritus
faculty. I realize that I'm probably
the only person in this room this
actually applies to. But if you will
spread this word in your departments and
to those retired faculty (inaudible).

It's kind of a big deal. The
software that we have right now is just
Microsoft software, Office, security
software and operating system.

But it's definitely a step
forward for those of us who are
frustrated, (inaudible) cut off of
Microsoft and other programs. We're
working on other programs. So if you'll
spread that word, I'd appreciate it.

Secondly, AAUP is (inaudible)
up again and as of two hours ago,
(inaudible), I got the website redone
and it's there, www.uky.edu/OtherOrgs/AAUP. Capitalization
is important. So if you will get that
out and hopefully join the organization,
we'd appreciate it. Any questions?
Thank you.

HIPPISLEY: Thank you. Just some kind of
updates. The proposal for an honors
college, I did ask people to think
carefully about senators, including
yourselves, as joining a -- putting your
name forward to join the committee which
will give a faculty perspective to this
process.

I've had about five people,
Page 2

UKSenateMeeting12-14-15.txt

great people, but only five people who applied. So please do think carefully, and you have until noon on Tuesday.

Tomorrow, when the Board of Trustees meet, they'll have their Board meeting and then they'll be socializing on the 18th floor of POT. And we sponsor that event, so if senators can come, that will be a great chance for meeting the Board.

In the interest of shared governance, it's good for you to know the Board. There's a new Chair of the Board of Trustees, Britt Brockman. It would be great if as many of you as possible can come to that event. And we will feed you as well.

We are about to post University calendars. The Senate Council Office is also working with the Registrar on purging courses. This is something that happens automatically after eight years. But we will make sure that any course that's about to leave forever goes on a web transmittal so all senators can be aware of it. We'll give you an email warning of that.

President Capilouto is going to be a little bit late, so if there's no objections, I'd like to move to the next few items and return to this.

So Chair's Report, we in Senate Council approved some more forms. I'd like to hand over to Katherine McCormick who has any business for us, Secretary of Senate and Vice-Chair of Senate Council. Oh, there she is.

MCCORMICK: I don't.

HIPPISLEY: Okay. Do we have a Parliamentarian's Report?

SEAGO: No.

HIPPISLEY: And the Trustees aren't here because they're at the Trustees meeting so we don't have a Trustees' Report.

So we will go straight to our first piece of business, before the President comes here, and get this in.

The background here is that if you remember, about a year ago, you might even remember the senators who raised the problem. There wasn't necessarily a logical mapping between the Honorary Degree nominee and what degree they were going to get.

So someone said could Senate please look into this and maybe define what Honorary Degree titles we already have so that would stay in the Senate Rules, and if there's something missing, come up with the missing ones as well.

So the committee that looks at this sort of thing had a look, and I'd like to invite Susan to talk about this.

Susan Carvalho? There's no slide on this?

BROTHERS: For the specific changes? Do you want --

HIPPISLEY: Is there the rule change that we're going to have?

CARVALHO: So the University Joint Committee on Honorary degrees, this is a committee that is connected to both the Senate and obviously the President, joint appointee.

So we did some benchmarking of other universities and looked at past recipients, and so we opted to put very brief and capacious definitions to each of these degrees.

We do have a Reg somewhere that says that we will not award in Honorary form any degree that is also awarded in earned form. So they have to have a name that is different than any degree we award. We can't give an Honorary PhD or an Honorary BS, for example.

Other universities we found do not have that issue. And so they just award a degree that corresponds to the discipline, but we have these broader Honorary titles to not confuse them with an earned degree.

So you can see the definitions that we have put out there. Doctor of Arts for Creative Arts, Fine Arts, Performing Arts, et cetera. Laws for law, politics, governance, diplomacy, et cetera. Science for scientific fields. Engineering for engineering design, technology or related fields. Humanities for humanities.

We, before, had a Humanities -- Honorary Doctor of Humanities and Honorary Doctor of Letters, which mystified me when I came into this role 18 months ago, what's the difference? And I learned that tradition meant that Humanities was more related to humanitarian feats. It doesn't relate to humanities as a discipline or it does, but as (inaudible).

And Letters was used for verbal or written arts. So theatre fell into Letters, poetry fell into Letters. But it wasn't self-evident and so we found that many universities have a Doctor of Humane Letters for that broadly written humanitarian field. And that would allow Humanities to cover the verbal and visual arts, as well as the other Humanities disciplines.

So when we looked back at recent awardees, we felt like all of them fit into one of these categories, you'll see the nominees for this year and you'll see that it's a nice fit with

UKSenateMeeting12-14-15.txt

the way the titles have been defined.

So I bring this recommendation to you from the committee that we eliminate the -- that we change the past Doctor of Letters to Doctor of Humane Letters and define it as extraordinary contributions to philanthropy, human development, education or societal well-being.

Thank you. Questions?

HIPPISLEY: Any questions on what Susan's committee did? Leon?

SACHS: Leon Sachs, Arts and Sciences. I like the distinctions. I am a little confused, maybe not the only one here. Can I see the other slide?

I found it a little bit odd that when you talked about written contributions, if I followed you correctly, that fell under Honorary Doctor of Humanities, and then the one where the title is Humane Letters, which would invite me to think about written works, that's the humanitarian activity.

That seems to me a little bit counterintuitive. I would associate Letters with the written accomplishment.

CARVALHO: You would think that there would be an Honorary Doctor of the Public Good, right? That's really what we're after here and nobody has that.

So the Senate Council also asked what does Letters mean. And I think it is meant to infer a scholarly distinction because we are giving an Honorary Doctorate. It may not be self-evident to those of us who work in these disciplines.

I don't think we needed the Doctor of Letters degree. If you take that humane out of the mix, humanities and letters are very overlapping. So, you know, we knew that we didn't need that. But then we did need this category for general humanitarian contributions. We were force fitting the other titles.

And so this is our suggestion because it is a national convention, that more than half the universities that we looked at had this Doctor of Humane Letters.

SACHS: So if there were someone who was illiterate but did wonderful things for the public good and we should honor this person and recognize this person, they would receive an Honorary Doctor of Humane Letters?

CARVALHO: Right.

HIPPISLEY: Davy?

JONES: I think it's exactly as (inaudible) explained it. I thought you said Doctor of Humanities was the

societal good?
CARVALHO: Formerly. We're recommending
now that we define it in a way that aligns more with the disciplines we offer and that inherent meaning that humanities has for the academy, and that we create a separate category for this public good recognition.
And so we proposed that we use Doctor of Humane Letters. If there are other titles that you'd like to propose for that, you could. We didn't find any others that fit, in our national scan.
HIPPI SLEY: So just to add, the committee did a lot of benchmarking. So these aren't brought out and talked about in thin air, these are established honorary doctorates and established definitions.
Liz?
DEBSKI: Liz Debski. A and S.
Yeah. I guess that's what I was wondering because you introduced it by saying we need a doctor of public good or something like that. And why can't we have that?
CARVALHO: We could. This is here for your broader consideration. If you want to say we have Honorary Doctor of the Public Good, we could. It doesn't sound academic, but, of course, it isn't necessarily academic.
But we are (inaudible) this person recognition of extraordinary contributions in our University. So it is a dilemma to come up with the title for someone whose contributions are not in a scholarly realm.
DEBSKI: Right. But we're not restricted by what other universities --
CARVALHO: Absolutely not. So we could take under advisement what, you know, if you'd like to make suggestions, we can take them back to the Joint Committee and work with them.
But, you know, we really came down on the side of a title that was in the convention of awarding honorary degrees rather than concocting something original. But we're not convention bound. We can be original.
HIPPI SLEY: Davy and then Kaveh?
JONES: This is a totally different. It's just procedural. The voting slice says University Senate, but actually this is elected faculty senators vote on this.
HIPPI SLEY: Thanks, Davy. And we'll make sure that happens. Kaveh?
TAGAVI: Kaveh Tagavi, Engi neeri ng.
I have a direct question.
Could somebody who writes the check for \$10 million to UK get this degree

(inaudible) and do nothing else other than writing the check?

CARVALHO: It's up to the committee. I can tell you I've been on three of them now and that has not been sufficient for anyone to get an honorary degree and we've set aside such nominations in the past for good check writers who have done nothing else for the University. But if they've written a big check and also shown engagement by taking on mentoring undergraduates, staying engaged with their own department, or making other global contributions beyond UK that make them worthy of the committee distinction, those names have been forwarded.

So I have specifically seen names of big donors without other involvement be set aside. But every year, it's up to the committee. There's no rule that prevents it. But the committee has been judicious, I think, in arriving at its understanding of what an Honorary degree represents.

And I think when we said philanthropy we didn't mean UK donors, we meant, you know, Bill Gates, that kind of philanthropy. But again, every committee, every year, blank slates. And it's up to them and then you to vet the candidates for worthiness.

HIPPI SLEY: Can we go to the motion, Sheila, and we'd like Davy, please, to ask for a friendly amendment.

CALVERT: Question.

HIPPI SLEY: Yes.

CALVERT: So it's --

BROTHERS: Name, please?

CALVERT: -- in the motion there it mentions conditions for awards. Ken Calvert, Engineering, sorry.

It mentions circumstances for the award but there's no changes to that, but there's no changes to that in the transmittal. So I'm just wondering...

CARVALHO: No changes to that.

CALVERT: It's a separate section, so why is it in here?

CARVALHO: It's all part of the same Senate Rule but we're not recommending any changes in that criteria.

CALVERT: Okay.

HIPPI SLEY: If you could go back one slide, Sheila. The problem here, Davy, could you explain, quickly tell us what the problem with this slide is?

JONES: It's not the entire senators who vote, it's the 94 elected faculty senators. Like the degree list or -- the language needs to be elected faculty senators.

HI PPI SLEY: Elected faculty senators. So on behalf of Senate Council, I would accept this as a friendly amendment. Any Senate Council that won't accept it, tell me now. So this is the proposal, elected faculty only vote on this one. Unless there are any questions, move to vote. Are you ready, Sheila?

BROTHERS: I think so.

HI PPI SLEY: Elected faculty only, please. I'll give you a countdown. Five, four, three, two, one. The motion carries. 66-4. And what Sheila's doing right now, she's just making it's constrained by these guys. Only two people did it by mistake. Thanks, Susan.

The President still hasn't arrived so we'll keep on going. Okay. Laura, is somewhere here. Laura is our Sergeant-At-Arms and she has just earned herself an MS in Higher Education. I wanted everybody to know that. In the very back. If you want to see Laura and other graduates on Friday, then there is still room for you to go.

So we are at a very connected point here. We have a recommendation now for the December 2015 degree list, that the elected faculty senators approve the December 2015 degree list for submission through the President to the Board of Trustees as the recommended degrees to be conferred by the Board.

Are there any questions?
Hearing none, elected faculty only.
Five seconds. Five, four, three, two, one. Elected faculty only. Motion carries.

Okay. Back to Susan, who is the Chair of the University Senate Joint Committee on Honorary degrees and she's got some things to tell us.

CARVALHO: Thank you. We had to do things in this order because we would like to award the Doctor of Humane Letters to one of the candidates I'm about to present.

So the University of Kentucky can award up to five honorary degrees per year. Last year that was two in the winter, three in the spring. This year we only awarded one in the winter and so we had four that we can award for May.

The committee new going into it that we do not have to award four, there have been some years where nominations didn't -- wouldn't have allowed for that, but we felt very strongly about all four of the candidates I'm about to present, so we bring for your recommendation four nominations for honorary degrees.

The committee, as I mentioned,
Page 8

UKSenateMeeting12-14-15.txt
is jointly formed and the ex-officio
members advised but did not vote. And I
would have voted only in case of a tie
but there was unanimity on the four
candidates I'm about to present.

In summary, these are four UK
alums. I think that's coincidence. I
think they would be worthy of honorary
degrees without being alums.

And so we are recommending
Honorary Doctor of Science to Dr. Arnett
and Ockerman, who are both faculty
members, senior faculty members at
Arizona and Ohio State respectively.
General Thomas Patterson Maney, who is
also a judge, General Judge Maney, and
Eileen Recktenwald, Honorary Doctor of
Humane Letters.

So I will present them and I'm
going to change the order of the slides
because I want to start with why we
think they're worthy of an honorary
degree and then I'll go back and fill in
the biographical details.

So Dr. Arnett is a physicist
who was a major player in understanding
how stars created the atoms in our
bodies, the discovery that dark energy
causes the expansion of the universe to
accelerate. And he's won two major
prizes within his discipline, the Hans
Bethe prize for the American Physical
Society and the Marcel Grossmann Award,
published over 400 papers, and
essentially world class scientist who is
a native Kentuckian with a Bachelor's in
physics from Kentucky, 1961, went on to
get his doctorate at Yale and has
continued to serve his profession
broadly and to mentor students, credits
his experience in education at UK for
igniting his curiosity and joy for
science, and basically meets all the
criteria for holding him up as an
example to our graduates of what they
can achieve in their own careers.
That's recommendation one and I'll
present all four.

General Thomas Patterson Maney
served in Afghanistan and had a
traumatic brain injury and recovered
from that and brought that experience
into his work with Wounded Warriors and
started a Veteran's docket to take
better care of veterans in his district
in Florida and has really dedicated this
portion of his career to that.

He led efforts to the
establishment of a Vet Center in his
county to provide counseling service to
combat era veterans and has served on
Suicide Prevention Coordinating Counsel,
et cetera.

UKSenateMeeting12-14-15.txt

He had a distinguished career before that. UK alum from 1970. I don't know what field that was in. Sorry about that. Then went on to get his law degree and a Master's in International Relations, served in Bosnia, served in Afghanistan, and worked with NGOs in the US and Coalition military forces, and was the only senior civilian international representative on the overall planning committee in Afghanistan for the democratic election.

So a world class figure who I spoke with in telling him where he is in the process for being considered for an honorary degree and he was thrilled and honored by that after having received so many honors in other parts of his life. Again that kind of example of (inaudible), that would Doctor of Laws.

Herbert Ockerman is a Professor Emeritus of Meat Science at Ohio State University and is a graduate of UK, and in addition to being at the forefront of his field in meat preservation.

As much not my specialty as astrophysics, he has dedicated a portion of his passions to providing books to more than 300 locations around the globe and he runs that kind of NGO all by himself, soliciting donations of books and shipping them around the world and has donated more than \$500 million in books and his candidacy was proposed by College of Agriculture.

He was recognized with the Outstanding Contribution Award at the 59th International Congress of Meat Science and Technology. So again, at the forefront of his field. He is a UK College of Agriculture alum. Full professor at Ohio State. The day I called him he was at the students' International Thanksgiving celebration. He never misses it. Real passion for international students. That is the third one.

And the fourth one is Eileen Recktenwald, Master's of Social Work from UK. And her major contribution has been in helping to establish the Green Dot program here at UK and in the state. And this is a program that has won national recognition in prevention of violence against women, not just in counseling them (inaudible). So that has changed the conversation in terms of sexual violence on campus and in our communities.

And she has the Gail Burns-Smith award in 2014 from the National Sexual Violence Resource Center and several other awards. And I'll go back

UKSenateMeeting12-14-15.txt

to the fact that she is Executive Director of the Kentucky Coalition of Sexual Assault Programs. And we would like to hold her up also as a model to our students on how they should be using expertise in the world. And so we thought this was an ideal representation of the Doctor of Humane Letters.

So those are the four nominations we bring for your consideration. I think there's another slide.

HI PPI SLEY: So thank you, Susan. So the motion, and I believe that someone will have to move this and somebody will have to second this from this Body. No, it comes from Senate Council. The motion's from Senate Council. Elected faculty senators approve the first of that list, David Arnett, as a recipient of an Honorary degree, Doctor of Science, for submission through the President to the Board of Trustees as the recommended recipient of an honorary degree to be conferred by the Board.

Any questions about this nominee?

ROHR: Not about this nominee, but in general, I wonder --

BROTHERS: Name, please?

ROHR: Jurgen Rohr, College of Pharmacy.

I wonder a little bit about if we obviously don't take any risk that would take people who are away and have already several honors, so it looks like, you know, I'm betting on the odds that he's already 50 miles ahead of the next one and I find it not very leadership like not to take risks and be the leader in discovering someone who is very worthy and gets maybe several honors after our degree. I mean, I don't know, that's just an observation.

CARVALHO: I can say that in his consideration, the group looks for people who have achieved national or global stature in their fields. And so we don't usually find that with someone who has never been recognized for that. If we did, I think they would be very much in consideration. But in presenting their qualifications to you, we have pulled the top items out of their CVs, but we are looking for people who are at the top of their field and have also given back in some way to whatever their community might be (inaudible).

Those are the driving criteria. But it's true, these are highly distinguished people.

I think Eileen Recktenwald is

different than the other three in that her impact has been recognized nationally, but it is more local where Maney is, you know, solving Afghanistan.

So they're very different in their scope of their impact. But an honorary doctorate is not an honor we bestow lightly. So you have to have some other way of measuring impact. I think we consider all nominations that demonstrate it and we can look to show that to you.

HI PPI SLEY: Any other questions? Hearing none, we'll vote on Arnett. This is the elected faculty only. I'll give you a countdown. Five, four, three, two, one. Arnett gets the nomination.

So we'll go on to the next one. So this is same language, recommended motion this time for General Thomas Patterson Maney. And this time for a Doctor - Honorary Doctor of Laws.

Any questions for Susan? Hearing none, vote on this one. Five, four, three, two, one. We voted on someone called Maney, not Haney. Okay. Motion carries.

Next one. Okay. This time we have Ockerman and this is for Honorary Doctor of Science.

Any questions about Ockerman? Hearing none, move to vote.

UNIDENTIFIED: Who is this one?

HI PPI SLEY: Ockerman. Give you a countdown. Five, four, three, two, one. Okay.

And finally we have Eileen Recktenwald and she is going to get an Honorary Doctor of Humane Letters.

Any questions for Recktenwald? Kaveh?

TAGAVI: Yeah. Technicality. Is that -- the degree that we just approved, does that have to be approved by the Board?

HI PPI SLEY: No.

TAGAVI: We have final approval?

JONES: On one of these in which we changed the title --

CARVALHO: That's this one.

JONES: -- that would have to go to the Board.

TAGAVI: That's the one.

CARVALHO: So we'll --

TAGAVI: But there is a technicality, maybe you don't want to be presumptuous that the Board will approve that. I don't know if you want to change it or...

CARVALHO: I guess we would have to have a Plan B which would be the Honorary Doctor of Humanities.

TAGAVI: Or you could say contingent

upon Board's approval of this degree.
That would fix it.

CARVALHO: I just don't want to knock her out. If they should not approve, we wouldn't want her eliminated from...

TAGAVI: It is a technicality.

HIPPISLEY: I recognize the technicality. But the chances of the Board saying no to Humane Letters is slim.

WOOD: Is it on the agenda?

CARVALHO: For February.

HIPPISLEY: For February. Not this Board meeting, February.

CARVALHO: These will go to the Board in February.

HIPPISLEY: Thank you, Kaveh. Any other questions? Hearing none, we'll vote on this one, Recktenwald. Five, four, three, two, one. And that motion carries, 68 for 2 against -- 66 for and 2 against. Thank you. Thank you, very much.

So I'd like to now invite the Chair of the University Senate, President Eli Capilouto, to address the Senate.

CAPILOUTO: Andrew, thank you, very much. I'm glad I got to observe what you've just done because it reminds me of my respect and thanks for what you do.

I have the honor of presenting these honorary degrees along with Andrew and his predecessors, and it is one of the more delightful things you get to do as President of the University of Kentucky. And the people you have brought forward, besides being excellent in so many ways, are rich in goodness in character, so I thank you.

And I appreciate you letting me shoehorn myself into your meeting today. I'm sorry I'm running late. Our new Governor wanted to have a conference call with all the University presidents. I didn't want to start off saying no to him.

But our first responsibility I feel as educators in this increasingly diverse world is to create a sense of belonging for our campus that more and more brings people from all walks of life, all manner of background, color, creed, identify, income, and perspective.

Vic Hazard, our Interim Vice President for Student Affairs, on appropriate times and occasions, likes to say, "when you're wagging your finger in my face, it's hard for me to hear what you're saying."

And there is a lot of finger wagging going on in college campuses today and it's hard on some days to see

UKSenateMeeting12-14-15.txt

a way forward for us to reconcile what many are saying is irreconcilable. But we do know that yelling and a failure to talk and listen gets us nowhere.

So I'm proud that the University of Kentucky thus far is choosing to talk and listen rather than yell. And I'm asked locally and nationally why. So it's not that our University is immune to misunderstanding and misinformation and ignorance or hate, and there are days that we slight one another, be it consciously or unconsciously.

And as with everything we do, the answer usually lies with two choices. Two nights after the University of Missouri football team went on strike in sympathy for racial injustices that they saw, I walked this campus as I frequently do and I will admit I did it restlessly.

And I came upon a student who immediately asked me, Dr. Capilouto, are you following Missouri? And I said, yes, are you? And then we shared with one another how we were following Missouri. I was following the events in Columbia through the national media, the New York Times, Wall Street Journal, Chronicle of Higher Education. She had been up two nights following it all through social media.

Now I can see the benefit and power and value of instant, unfiltered, hyper-connected translation of events, although I sometimes pause with worry to see that the professional journalists are discerning editors not involved in translating the news.

But in talking with this student and many more, my concerns melted away. Because I learned her professors were helping her navigate, interpret the news, and the consequent thoughts and questions she was raising with herself and among her other students. And because of our faculty, our student is learning to navigate unsettling events while also strengthening her bond to this campus.

It's at those moments we give her and she embraces that feeling of "I belong at the University of Kentucky." And when I walked through campus last week, I talked to 30 students on Wednesday night. I know her story is not unique. And I thank you. This is what's going on in our classrooms.

Outside of our classrooms, creating a sense of belongingness for our students and each other falls to staff. And I mean everybody.

UKSenateMeeting12-14-15.txt
Everybody. Custodians, grounds keepers,
police, counselors, advisors and
administrators.

In this climate, every word,
any act of kindness serves to bridge
people to one another and makes people
feel "I belong at the University of
Kentucky."

So to all of you, I thank you
for on most days, I feel that all of our
students in our community feel that they
belong at the University of Kentucky.

Over the last several months,
administrators from the offices of the
Provost, Student Affairs, University
Relations, Institutional Diversity,
Research and Financial Affairs, with the
support of many others, led a Strategic
Planning Initiative. It was passed by
our Board of Trustees in October and it
has a specific goal. But our diversity
and inclusivity goals permeate the
entire plan.

We knew then when we
established the goals that we needed
greater input on how we execute the
plan. So Terry Allen, our Interim Vice
President for Institutional Diversity
has been especially vigilant in his
outreach to different groups on our
campus.

Long before the events across
the country overtook our goodwill, we
scheduled two meetings, open for all
African American and black faculty, with
Terry and Associate Provost Sondra Feist
Price. And when he heard concerns from
students, these were professional
graduate and undergraduate students, he
brought them together and encouraged
them to work collaboratively.

He also urged them to be able
to present their concerns and insisted
that they have a responsibility to offer
ideas on our way forward.

So again, long before Missouri,
he set up a meeting of these students
with me and a diverse group of
administrators at Maxwell Place. And I
feel certain my fellow administrators
who were there knew soon into the
meeting that we were talking to our
partners, not protestors.

These are people who can show
us the way to make this a more diverse
and inclusive campus. And at the end of
what was three hours of sometimes
difficult discussion, I believe
everybody in that room could shake
hands, smile, hug, and we could all say
together, I belong at the University of
Kentucky.

Establishing and sustaining a

UKSenateMeeting12-14-15.txt
sense of belonging is a daily ritual. Some days we're met with repeat examples of compassion and understanding. But there are days that lay bare the challenge of protecting the sacred fidelity of free speech when you're trying to deal with community.

Recently a group of ministers camped out around the Wildcat statue spewing extreme speech. I heard complaints from many in our community. In these situations and others, my office has to judge whether the speaker has lost his or her constitutional rights, protections of free speech and whether they can remain on our campus.

So according to the constitution state law and case law, the speaker loses free speech protection only when the speaker makes a true threat, engages in narrowly defined harassment, or incites others to engage in eminent unlawful activity where there is high probability such activity will occur.

While repulsive, the language spewed at members of our community by these false prophets is protected.

I share this story with you in hopes that we can better understand such matters and to let you know I lean away from curbing speech.

I know some of you must be thinking now how I could reach the decision to temporarily shroud the mural at Memorial Hall. When following the law, I find myself permissive, protecting words and ideas, even when people don't like them.

I know silence in speech can be a sin. This University has heard concerns about this mural for a long time. In 2006, the Student Government Association passed a resolution, asking for its removal. I too, heard concerns since I arrived on this campus four and a half years ago. The students I met at Maxwell Place brought it up although it was not a top priority.

They shared though it's often the first and only representation of their ancestors on this campus. In a place that serves to welcome and where one goes for required lectures and courses, the students asked me, does this best represent the value of the University of Kentucky.

And let me be clear about these students and many others who raised these concerns. They were not cowering or thin-skinned, nor were they asking us to airbrush history. I found them to be confident, self-assured, strong and

UKSenateMeeting12-14-15.txt
respectful. Their voices, with many others, stirred me to conclude that silence and the status quo are not viable options.

Too many are upset by the mural, that standing alone and unanswered, gives an incomplete sense of our history. Believe me, I've observed and will defend what I know would be to many of our fellow citizens much more provocative art in museums and galleries on this campus.

I stand ready to defend our right to exhibit these and any other forms of intellectual dissent wherever they may occur on this campus. But O'Hanlon's work is not in a museum or a gallery. It is where we welcome and first present our values. And it stands alone.

So I knew that covering the mural temporarily would heighten awareness attention on matters to (inaudible) not to command comment by a larger audience. I knew I would invite criticisms but I held greater expectation for the teaching moments it could provide. And I have been gratified by those who have raised creative ideas about how we reconceptualize the space in our campus to fully present our values, recount our history, and welcome all people.

I also anticipated this discussion would, and we needed this, bring more opportunity to focus on our strategic plan and its bold University goals. As I talk with more and more people, I could sense the level of unawareness.

So the priorities presented by our students and those presented to me by the 100 or so faculty that signed an open letter, are in harmony with the plan, and I look forward to further dialogue with those groups and others because we need each other to best implement this plan.

So the students placed in our care, they seek belonging, (inaudible). It is our job, yours and mine, to help make it so. If we can't foster here, there is little hope it will be fostered elsewhere across our state, country, and world when they leave us.

And our efforts must go beyond race. In this moment of often blind and hateful rhetoric generated by fear and misunderstanding, we must ensure that our Muslim students feel welcome and secure.

In this moment when we must continue to evolve our views of

UKSenateMeeting12-14-15.txt

identify, our LGBTQ students must feel welcome and safe.

And in this moment as economic divides become greater and more obvious, every student, regardless of their socioeconomic background, must feel welcome and safe. And in this moment when we have not yet struck every necessary blow because of gender equity, our female students must feel welcome and safe.

So let's don't mistake the reality. Discrimination, harassment, sexual assault, bullying, and other hateful actions still plague us. But I believe that it can be overcome through the power of community by finding within ourselves those things that best connect us. And until everyone here is given the comfort of an equal share in our campus and community, the work will never end.

So this is hard work and it's going to need hard conversation. I'm very fond of what Dr. King said, people fail to get along because they fear each other. They fear each other because they don't know each other. And they don't know each other because they don't communicate with one another.

So we have many more dialogues to take place, about diversity, equality, including inclusiveness. We will not stop and I am glad to have all of you and all of our students and our staff as a partner in this great endeavor. Thank you very much.

HIPPISLEY: Any questions for President Capilouto?

CAPILOUTO: Yes, Lee?

BLONDER: Lee Blonder, College of Medicine.

President Capilouto, can you elaborate a little bit on what the plan might be moving forward?

CAPILOUTO: Yeah. I've got some great ideas. I won't start sharing them with you because I want to get a group together with diverse perspectives and from different disciplines that lend themselves to creative ideas to consider everything we've heard and do even more. And we'll be sure to get back to the Senate their deliberations.

HULSE: David Hulse, (inaudible).

You mentioned you had a phone call with Governor Bevin. I wonder if you could comment about his thinking about UK's role compared to that of Governor Beshear?

CAPILOUTO: So let me say this, I think I've spent about five hours with him. And during the campaign, we invited both

UKSenateMeeting12-14-15.txt

candidates to Council of Presidents, to come and meet with us and he came. He was the only one that came and he spent an hour, hour and a half.

He was very engaging and pretty honest, and at that time, we talked about the change, the financial challenges of the state and, you know, how difficult it was going to be for all of us. He was pretty honest and up front.

I met him also during the campaign and we had an honest exchange at the end, the two of us, about how important it was to make people feel welcome to Kentucky. I thought I should share my views with him on that and that was a healthy exchange.

And I saw him at one of our football games (inaudible) and we talked again. And then he attended the basketball game the other night so I had the new Governor and the Lieutenant Governor on both sides of me and did a lot of listening for two hours.

And so the other people that I've met, that he has appointed, from everything I hear, people think quite highly of him and they seem to be solid professional, at least the five or six that I've met and been able to talk to.

So he had a conference call. What he's worried about was that the scholarship funds for National Guard members and veterans that the state funds, you've probably read in the newspaper, are short. And all he wanted to say was the state is going to meet the gap and I just want our University Presidents to reach out to these students and make sure they enroll and we're going to (inaudible). That's everything I know thus far. Putting his budget together in the next three weeks will be a lot.

He is interested, engaged. His college experience is a unique one, too. I met one of his classmates, and I asked him if he remembered him. He said, yeah, because he worked in the cafeteria; he served in the cafeteria for four years.

And I learned that he named a scholarship for workers in the cafeteria. If you worked three years, you got the fourth year (inaudible) free. And he did that from his experience, he said he had to work all through college. And he named it for two cafeteria workers that together had worked for 48 years.

He made sure that those students every year, the recipient to

UKSenateMeeting12-14-15.txt

those awards send letters to those individuals. Those are the kind of things you learn in a few hours. I think he deeply values education. I want to see what he's able to do in a tight budget.

I know you're running on fumes right now, but thank you very much for the close of a great semester.

HIPPISLEY: So we're going to pick up back in the territory of degrees. And we have three in a row, these are degree lists that have to be amended due to administrative error. And the Senate Council recommends every one of these.

So this is the first one. You can see the recommended motion on the board and you may have a representative from Arts and Sciences who want to talk about this for a couple of minutes. Ruth, would you like to talk?

BEATTIE: This is a situation where a student originally applied for a BS Biology degree with a second major in French. This application went into the system through the online application.

A couple of months after the student applied for this degree, she realized she had enough credits to earn a second degree in French rather than a second major in French. She had emailed this request to Arts and Sciences.

We confirmed her request and unfortunately the staff member who was responsible for entering that changed degree into the SAP system, failed to do so, and so the student in May of '14 earned a BS Biology with a second major in French instead of the second degree in French. So (inaudible) like this to be rectified based on administrative error.

HIPPISLEY: This is a motion coming from Senate Council to recommend. Questions for Ruth? Davy?

JONES: Not this case in particular, I view this as a question and maybe Andrew can answer it, we've seen a number of these kind of corrections in the last several years that seem to be at a pace greater than previously.

Is this just that we're being better to correct them now than we were before or are there more errors now or we don't know?

BEATTIE: In the past these sorts of requests went straight to Don Witt and he processed them. And a lot of these errors could have been prevented if the online degree application system had a later deadline.

Students applying for degrees from May have to apply by the 30th of

November. After that, if they miss that deadline, then it has to be a paper application and that's when errors can occur.

For December, I know that half the applications at A and S has received for December degrees are paper applications because the deadline is so (inaudible).

HIPPISLEY: Which might be a motion that comes before this floor in a few months, to move the deadline. Kaveh?

TAGAVI: Kaveh Tagavi, Engineering.
Now that Davy opened this can of worms, every time I see the word rescind next to degree I start shivering and getting a headache.

We should not be in the business of rescinding degrees. There is, in my opinion, less damage to our institution if you just give her another degree in a field that she already has a major. That is less damage than rescinding a degree. I have done this before, I know we discussed I before, but I have to continue.

HIPPISLEY: Is this one or the one --
Well, we're on the one where she gets two degrees instead of having one.

TAGAVI: I really -- are we -- am I confused? Are we rescinding a degree?

BEATTIE: We're rescinding a degree and replacing it with the proper degree.

TAGAVI: So you are rescinding a major in a degree --

HIPPISLEY: No.

BEATTIE: No.

HIPPISLEY: A double major and giving her two degrees instead that she earned.

TAGAVI: You used the word rescind and gave another one.

HIPPISLEY: While we think about that one, is there any other questions? Connie?

WOOD: As a follow-up, and I'm having a hard time seeing from where I'm sitting, only the Board of Trustees can rescind a degree. That is not within our power.

HIPPISLEY: Right. So we are recommending through the President --

WOOD: Only the Board can award and only the Board can rescind. So --

HIPPISLEY: Right. It says that. We're recommending through the President to the Board of Trustees that the BS Biology and BA French be awarded effective May 2014.

WOOD: Right. But you just said that you're rescinding the previous degree.

UNIDENTIFIED: Rescind is in the blue?

UNIDENTIFIED: It's not the motion.

HIPPISLEY: It's not in the motion.

WOOD: It's not in the motion?
HIPPI SLEY: That's a header. The motion is -- we use -- this is exactly paralleling the language we used a month ago that came from the floor.
TAGAVI: I know.
JONES: Andrew, is it considered that the deletion is implicit in the remainder of the sentence after the work recommend? If Connie wants it more explicit, is that what --
WOOD: Yes.
JONES: That the Board is both rescinding and awarding rather than the rescinding be implicit. Is that --
HIPPI SLEY: I think the Board is aware of this. Unless the body wants to change it, I would think the Board the Board is quite happy with that implication. Kaveh?
TAGAVI: Okay. I've gathered my thoughts together. What I meant was right now this person has gotten a Biology degree with a second major in French, correct? Now you want to drop that whole degree, give her BS Biology and a BA in French.
What I said earlier is exactly what I meant. Why do you let her keep the BS Biology, if second major is French and award her second degree in French? That is less damage to the University than rescinding a degree.
FIEDLER: Ted Fiedler, Arts and Sciences.
That gives her two degrees in French. You have asserted the major and then a BA and that's a contradiction in my understanding of the way English works. You can't do that.
TAGAVI: Major is not a degree.
UNIDENTIFIED: Major is added on to --
TAGAVI: So I repeat: It does less damage to our institution if you just give her a second degree in French rather than rescinding the original.
FIEDLER: I guess I don't understand what the damage is. Is this going to be a headline in the Herald Leader tomorrow that the University once again screwed up on this degree? I don't get it.
HIPPI SLEY: Does anyone have another question or contribution to this question? Hearing none, let's vote on this. Again elected faculty only. I'll give you a countdown. Five, four, three, two, one. Motion carries, 62-4. Four opposed, one abstention.
Okay. The next one. Again the motion is on the floor, it's parallel language. I'm going to turn to Ruth again, Arts and Sciences.
BEATTIE: So this was a student who in January of this year requested a change

UKSenateMeeting12-14-15.txt

in his degree program from a BS in Psychology to a BA in Psychology. And he also added a number of minors to his degree program.

At that time the minor request, the minors were added to the degree but the BS was not changed to a BA in Psychology, and so when we did the degree certification after May of '15, the student did not have the requirements for the Psychology degree and did not receive that degree.

This was due to administrative error in that the BS was not changed and so we're asking that the student be awarded a BA in Psychology, May '15.

HIPPI SLEY: Okay. There's no issue of rescind here, it just pure addition. Any questions on this one?

ROHR: What's the difference between the BA and the BS in Psychology?

EATTIE: It's a couple of courses.

ROHR: Is one a better degree than the other?

BEATTIE: No. It's just the student had met the requirements for the BA degree but not the BS. The BS requires additional science courses.

HIPPI SLEY: Any questions? Hearing none, we'll vote on this one. I'll give you a countdown. Five, four, three, two, one. The poll is closing now. Okay, 64-4, 1 against.

Okay. The last one.

BEATTIE: In this case, this was a student who (inaudible) and was pursuing a BS in Biology degree, because of ill health, the student had to withdraw from University in fall of '14 and wasn't able to return in spring of '15.

At that time, we were communicating with the student and his parent, primarily his parent because of his ill health. And we were asked to identify the quickest way for the student to complete a degree here at UK.

At that time, based on the course work in the student's record, it appears that the BA Biology was the degree the student could finish more rapidly and so the student's degree program was changed to a BA in Biology.

The BA in Biology has a number of different requirements. These are courses outside of Biology and would count towards those requirements and so the system was programmed to allow those courses to count towards the BA.

The student took a couple of courses at another institution during the spring semester, took them online, which he was able to do with his ill health. When those courses transferred

UKSenateMeeting12-14-15.txt
into UK, the student's degree was then certified as a BA in Biology degree and that is the degree the student was awarded in August of '15.

In the meantime, in July the student had contacted our degree certification officer, asking about his progress towards the BS in Biology degree and she had provided a letter to the student indicating he had completed the requirements for the BS in Biology degree, provided the student with that letter, which the student then used for a number of job applications.

What we later discovered is that when she reviewed his BS degree requirements, a number of the courses that should have only been counted towards the BA in Biology were counted towards the BS. And at the same time, a number of courses that should have counted towards the BS were not counted.

It turned out that there was a technical error with APEX and courses that should be filtered into these students' BS degree requirements were not filtering in correctly and we have to get those manually fed into the system.

The student contacted us six weeks ago, he had just received his BA degree in the mail and was under the impression that he was getting the BS based on the letter that we had provided. The student has completed all of the requirements for the BS in Biology degree, all of the biology core requirements, chemistry, physics and elective requirements.

And so based on the fact that the student has completed all of those requirements and that he received the letter from this institution stating that he had earned that degree, we are asking that this degree be changed to a BS in Biology.

HIPPISLEY: Any questions for Ruth about that one? Hearing none, five, four, three, two, one. Motion carries.
Thank you.

BEATTIE: Thank you.

HIPPISLEY: We now have a few committee reports, two committee reports, in fact, so I'd like to invite Margaret Schroeder who is Chair of the SAPC to give us some recommendations for new programs and (inaudible).

SCHROEDER: Okay. This is a motion that the University Senate approve the establishment of a new graduate certificate in Next Generation Teaching and Learning in the Department of Curriculum and Instruction within the

College of Education.

This certificate incorporates 21st century skills, notably, collaboration, communication, technology, critical thinking, problem solving in performances of learning and is a current direction in educational endeavors and the bright learning environments in K-12 classrooms and teacher professional development, ranging from exams and after school programs in addition to what we see in the schools.

The certificate combines required Next Generation foundations and assessment components with specialty elective. The key purpose of this certificate: Work is a demonstration of research to practice knowledge and skills through implementation and assessment of Next Generation pedagogy in a field setting.

The proposers believe the certificate will enhance educator preparation and be critical to clinical professional development for practicing teachers who need to demonstrate competency in 21st century innovative practices.

The certificate comprises 12 hours of graduate course work. It involves three departments in the College of Education and they expect to have approximately 10 students a year completing this annually.

HI PPI SLEY: So this is a motion straight from the committee, it doesn't need a second. Questions for Margaret or the committee?

Hearing no questions, move to vote on this recommendation. Everybody can vote on this. Okay. Five, four, three, two, one. (Inaudible).

SCHROEDER: Okay. The next one is a motion that the University Senate approve the establishment of a new graduate certificate in General Radiological Medical Physics in the Department of Radiation Medicine within the College of Medicine.

The field of radiological medical physics is the study of the use of radiation to diagnose and treat human diseases and is a relative newcomer in a medically related scientific discipline.

These kinds of education programs are recent phenomenon. They strive to combine the scientific and medical aspects of the field but they are still small and few in number.

It's imperative for the continuing employment of clinical radiological medical physicists in the

US. It is the goal of the certificate to prepare alternative pathway PhD candidates from other programs, such as physics or engineering, to become eligible for this (inaudible) medical physics residency program.

The certificate will document the basic radiological medical physics (inaudible) required for a medical physics residency to be met. The curriculum is designed to ensure the candidate has achieved basic proficiency in theory and practice in radiological medical physics.

There are 16 credit hours in this graduate certificate.

HIPPI SLEY: Any questions for Margaret or her committee? Davy?

JONES: Just a comment. Is this the first time, and this is not a negative, is this the first time the Senate has approved a graduate certificate into a clinical department of the College of Medicine? I'm just...

SCHROEDER: I don't know historically. Our committee hasn't seen anything in the clinical department in the College of Medicine yet. I've been on the committee five years.

JONES: Just a historical asterisk here.

SCHROEDER: Duly noted.

HIPPI SLEY: Any other comments or questions?

WOOD: There is a Master of Science degree in radiation and medical physics?

SCHROEDER: There is still one.

CARVALHO: That was moved to the clinical department. It was moved to the College of Medicine last year.

WOOD: But it's still a graduate degree?

CARVALHO: Yes.

HIPPI SLEY: Okay. Hearing no further questions, five, four, three, two, one. Motion carries 63 for and 1 against. This is Margaret's final recommendation.

SCHROEDER: Okay. This is a motion that the University Senate approve the deletion of the existing MS Agriculture World Sociology in the Department of Sociology within the College of Arts and Sciences. They'll have to amend this one then because it goes to the Board of Trustees?

HIPPI SLEY: Okay. So this is something that we learned recently. One of the charges of the Board of Trustees is to approve deletions of programs. So this on behalf of Senate Council, I'm going to accept this as a friendly amendment. This has to be submitted (inaudible) to the Board of Trustees (inaudible).

Sheila, is that the terminology we use?

BROTHERS: I think so.

HIPPISLEY: For programs?

SCHROEDER: Okay. So the department proposes to eliminate the MS in Agriculture because it's an outdated remnant from a period in which the Department of Sociology resided in both the College of Ag and Arts and Sciences. Both faculty on either side said yes to the deletion. The paperwork has been approved by Mia for deletion. And they haven't had a student in 30 years.

So I welcome your questions.

I'm sorry. I apologize. There's been one student in 30 years. There are other better programs to better prepare the students via both departments. So this is just again an outdated one. But I welcome your questions.

HIPPISLEY: No questions? Move to vote on this one. Five, four, three, two, one. Unanimous. Thank you.

So I'd like to welcome Scott Yost who is the chair of the SASC to give us two recommendations.

YOST: Good afternoon. The first recommendation comes from Medicine that would like to take and change their grading system from the A, B, C, D, E type system to a numeric system.

And so as you review through there, basically it was just a terminology change of anything that references grades to everything now becomes numeric scores. So things like how are GPA calculated, you know, overall GPA, what is graduation with honors, what does probation status mean, all those types of changes were taken throughout.

And I know there was a couple questions raised in email prior to, of one of our esteemed colleagues, and I will present to you a couple of the things that were -- that came up. And I don't know if you happen to have the slide, Sheila.

And it deals with, basically, if you look at the first paragraph, it defines the 70, the very first edits there, the 70 to 100 as being the minimum competency but the interpretation was is no grades could be awarded below 70 based on there was no definition in this change that allows for, defines that grade between 0 and 69.9 could actually be awarded.

There is reference to grades below 70 later on when it comes to probation and things like this. But in this opening statement here, there is no reference to that.

I will admit that when we read it in the committee, that we just assumed that our grading scale goes from 0 to 100 and didn't think anything of the omission of 0 to 69.9. So I don't know if I should just ask, I mean, just say it would be a friendly amendment to put in 0 to 100 with 70 to 100 being minimum competency. I'm not quite sure how to -- Kaveh?

TAGAVI: I would make that friendly amendment. But before that, I want somebody from the College of Medicine assure that us that as of now, grades of 0 to 69 are actually being awarded.

And if they intended to never award anybody like in main campus you go from 1 which is D to 0 which is E. Nothing in between. So if there are no grades intended to be awarded between 0 to 70, I'd like to make that friendly amendment to just make that small change and (inaudible).

HIPPISLEY: Is there a senator from medicine who can comment on that?

CHEEVER: I'm Todd Cheever from the College of Medicine.

And was part of the Dean's office when we did that. I can assure you we have students who do fail courses and they receive scores between 0 and 69.9, which we consider a failing grade. So we would accept your friendly amendment to clarify that language in the first paragraph.

YOST: So from that standpoint I guess the way I would read it is that courses taken (inaudible) performance with numeric values from 0 to 100 and those achieving between 70.0 and 100 representing minimum competencies. I mean, I'm good with that.

Any other questions or - sorry. Go ahead, Kaveh.

TAGAVI: One more question. If you go look at the item 4 under (inaudible). Again, if the senator from College of Medicine could tell us, in every other range you use the format, the first number, the 0, the second number, the .9. That's the only one you've said 76.1. You're welcome to keep it but it's somewhat inconsistent. Is that a typo?

CHEEVER: I believe that's a typo. It should be 76.0 to 79.9 is non-routine, which flags the student is having some academic difficulty for our Progress and Promotions Committee to keep a closer eye on. So 76.0, we would accept that.

YOST: Then could I also, in light of this as well, when we go down a little bit further, we define probation and up

UKSenateMeeting12-14-15.txt
until 76.0, should that be 75.9?
Because later on you've got probation
going to 76 and you have the 76.1.

CHEEVER: Right, correct.

YOST: Do you want to just -- should
both of those go back?

BAILEY: Ernie Bailey from the College
of Ag. Actually, I was schooled that
it would be better to put down less than
76. Because what happens if you've got
75.95. So just say less than 76.

TAGAVI: Earlier it says there's only
three digits. It says somewhere

BAILEY: All right. Yeah.

YOST: So it does say three
significant digits, which is the first
(inaudible). Yeah. So I just wanted to
clarify so you can see again the
probationary category right there in
number 7. So I guess the (inaudible) of
that would be 75.9 under item 7 and it
would be 76.0 under item 4. If I'm
reading, is that correct? Okay.

HIPPISLEY: Any other questions? Yes.

JUNG: Just a comment. This is Lee
Ann Jung from College of Education.
And I think you should grade
the way you think is appropriate in your
field, of course, but there is a
movement within the field of measurement
of learning and measurement of
performance away from percentage based
increments.
There aren't really 101
distinct levels of performance that we
can reliably distinguish. And so there
is a movement for competency or
standards-based grading that might be of
interest in the future.

HIPPISLEY: Is that a general point about
not only medicine but all --

JUNG: General comment.

HIPPISLEY: Thank you. Any other
questions? Okay. Hearing none, I let's
vote on the proposed three very, very,
very minor amendments. All friendly.
Five, four, three, two, one. The poll
is closed now. The motion carries 64
and 3 against. Motion passes.

YOST: Okay. The second item of
business here from the committee and one
of the benefits I have, you know, we
have of being a senator is we can learn
more about the University.
Until this particular item came
to the Senate, I never knew anything
about international baccalaureate
programs. And they basically parallel,
for those of you that may not know, they
basically parallel, you're more familiar
with, is the AP advanced placement type
system where students in high school can

UKSenateMeeting12-14-15.txt

take courses under either advanced placement designation or international baccalaureate type placement.

I think we have one -- to my knowledge we only have one school in Lexington, Dunbar, that actually has -- is there more? Is there two? What's the second one?

UNIDENTIFIED: Tates Creek.

YOST: Okay. So now we have two programs, two schools in Lexington that have this IV designation for where students can take those courses and then go take an exam much like you take the AP exam for credit to get college credit if they score a certain level, certain performance on the IV exam.

For those of you who may not be familiar with it, we actually for a number of years, we've been - we have that administrative or sorry, in our bulletin, we have a discussion of what, you know, the IV means and what levels they have to score and things like that.

But as it turns out, and this was brought to by the Registrar, is that the wording in the Senate Rules was inconsistent with how we were actually implementing it on campus. More specifically, they were referring to students passing IV courses, in the Senate Rules, rather than performance on IV examinations.

So what we are doing is we are trying to basically clarify the Senate Rules to map what we know about AP. If you're like me and you only knew AP as a form of reference, they take an AP class, that entitles them to take an AP exam, their performance on the exam then gives them whether they can get college credit for that particular...

So it's eliminating the course referenced and going to examination reference. So that's the first kind of change.

And the second change is that we have a rules that says a student can only earn so many credits towards their degree based on examination. And IV, the national baccalaureate program, was not on that list.

So conceivably, they can earn, you know, if there was exams for it, they could earn 100 credits based on IV type tests. And so we added IV to the list of maximums.

So that's, in summary, what's going on here. And that was the changes in the Senate Rules to reflect how it's actually implemented in the goal, in the description in the goal.

HIPPISLEY: Any questions for Scott?

Kaveh?

TAGAVI: The first line, can you go up?
The official name of this exam is
College Board College-Level Examination.

YOST: So it's --

TAGAVI: College Board is the name of
the institution. College-Level
Examination Program, which is CLEP, the
name of the test.

YOST: So you're changing this rule --

TAGAVI: I am changing - it's
editorial.

YOST: Correct.

TAGAVI: The other one is if you go to
the next page, there is this - can you
go to the next page?
I couldn't believe somebody
would voluntarily choose PONSI as a
acronym. So I said that has to be
something wrong, so I checked it and, in
fact, it is officially is national. So
you have add the word national before
program. It's the National Program On
Non-collegiate Sponsored Instruction.
And even though their url does
have PONSI, they have wised up and they
have removed every reference to PONSI,
and they have now changed it to NPNSI.

YOST: NPNSI?

TAGAVI: Yes. And I'm good with that
terminology change. I thought there was
one thing from Senate Council that up in
the first part they referred to it. And
we didn't add the -- yeah, so that
should be also changed to -

TAGAVI: National. National before the
program.

YOST: National program.

TAGAVI: And then to be consistent you
want to say parenthetically, NPNSI.

YOST: And I thought we actually did
that in Senate, but somewhere I probably
forgot to get that on.

TAGAVI: So no PONSI scheme.

YOST: No PONSI scheme.

HIPPI SLEY: Any other remarks? Questions?
Okay. So these will be amended as
friendly. We can now vote. Count down.
Five, four, three, two, one. Motion
carries.

Thank you, Scott. Thank you so
much.

And now I'm very pleased to
introduce the Provost, Tim Tracy, to
talk to us about academic excellence.

TRACY: Thank you, Andrew. It's great
to be here this afternoon. I'm probably
standing between you and something more
enjoyable than listening to me, so I'll
try to do my best.
What I really want to do is
take some time and continue the
discussion about where we are and where

UKSenateMeeting12-14-15.txt

we're going as an institution based on our Strategic Plan.

The President spoke about a critically important part of our plan, and that is diversity and inclusivity. It's suffused throughout the entire plan, both in a single objective, but in all the elements of the other four objectives.

But I'd like to spend a few moments talking about another key element of our Strategic Plan, and that is faculty involvement. You are essential to who we are as a University and to what we do as an institution.

You have an incredible impact on undergraduate student success. One example among many that demonstrates that impact is one of our recent graduates, Grace Trimble.

Her story shows the crucial role that you play. She developed a close relationship with her faculty mentor, Dr. Clayton Thyne. He not only influenced her studies but also her career goals in the area of public service.

Last year, she was awarded a Truman scholarship and will receive \$30,000 to conduct graduate work in areas of public service.

She said that Dr. Thyne supported her trajectory as a student, and future profession, by taking her under his wing and providing her with the skills to pursue her passion for public service.

That kind of mentorship is crucial to who we are and what we do. It is one of the most important components of student success. Our Strategic Plan positions us to build upon our promise to those we teach.

So where are we today? Because of the efforts of faculty across our campus, we can report the University earned its highest ever first to second year retention rate. We also achieved the second highest six year graduation rate of more than 61 percent.

Though these numbers are not yet where they must be, we are moving in the right direction. There is still more work to do.

Efforts toward aggressive goals for our retention and graduation rates are indicators of a broader campus culture dedicated to academic excellence. They're indicators of our belief and the power of what you do.

The undergraduate student success objective within our Strategic Plan will provide a blueprint for how we

UKSenateMeeting12-14-15.txt
will achieve these ambitious goals. And it says: "We are to be the University of choice for aspiring undergraduate students within the Commonwealth and beyond seeking a transformational education that promotes self-discovery, experiential learning, and life long achievement."

Your roles as mentors are also paramount at the graduate level. For a community of scholars, graduate education represents the nurturing of intellectual seed for tomorrow's teaching and research.

Our graduates are accomplished scholars and professionals who positively impact the Commonwealth, the nation, and the world through their research, creative discovery and endeavors, teaching and service.

You can see that impact through UK graduate, Mosoka Falla's work. Dr. Falla is an epidemiologist and immunologist that grew up in Monrovia's poorest neighborhoods.

After receiving his doctorate in microbiology from the University of Kentucky and returning to his home country, he tracked the spread of the deadly Ebola virus from person to person throughout Liberian communities. He criss-crossed the country block by block, battling the disease during the deadliest Ebola epidemic ever reported. As an Ebola fighter, he was named one of Time's people of the year.

Your investment in our graduate students allows scholars like Mosoka Falla to forge these paths. We must assure that our graduate programs prepare our students for these careers that literally change the world.

And so our goal and our objective for graduate education is to strengthen the quality and distinctiveness of our graduate programs to transform our students into accomplished scholars and professionals who contribute to the Commonwealth, the nation, and the world through their research and discovery, creative endeavors, teaching and service. We will be guided by this objective.

As Dr. Falla demonstrates, making a positive impact on the world is part of our DNA at the University of Kentucky. You can also see this commitment in large measure through our faculty researchers.

Our researchers bring boundaries of discovery across the spectrum of disciplines. For example, in 2012, a team of UK faculty discovered

UKSenateMeeting12-14-15.txt
evidence of two lost communities in Northern Italy, using their archaeological expertise and modern technology, the team collected data that indicates the existence of a Roman settlement and below that, a possible prehistoric site.

Our historian, Paolo Visona and anthropology professor George Crothers, used ground penetrating radar to create a map of what is below the surface.

But not only are researchers discovering these sites, they're discovering new meaning through what they find.

Thanks to the work of Brent Seales in the College of Engineering, for the first time advanced technologies have made it possible to read parts of a scroll that is at least 1500 years old. By the way, without unwrapping the scroll.

The scroll was excavated in 1970, but at some point earlier had been badly burned. High resolution scanning and Professor Seale's revolutionary virtual unwrapping tool revealed verses from the beginning of the book of Leviticus suddenly coming back to life.

Its work was recently the subject of a major article in the New Yorker. And I encourage you, if you get a chance, to read that article. It is just tremendously fascinating and talks about the work that's been done and why, in fact, the burning of this scroll probably preserved it. Because it took all the moisture out and the paper then didn't completely destroy so the fact that it was an immediate volcanic destruction of that area really allowed them to preserve the scroll versus the nearby (inaudible) where there was not quite so immediate of an effect and the water in the scroll actually caused it to degrade.

Your work across the spectrum of disciplines breaks the boundaries of discovery, allowing us to better understand our past, our present, and how we can forge a better future.

President Capilouto refers to us as the University for Kentucky. Our goals surrounding research and scholarship allow us to strengthen the commitment and guide us as we continue to serve our Commonwealth, nation, and the world.

And so in this objective, we seek to expand that scholarship, creative endeavors and research across the full range of disciplines to focus on the most important challenges of the

Commonwealth, but also the nation, and the world.

We forge a better future together through our outreach and community engagement. Three years ago a tornado ripped through the small town of West Liberty, Kentucky. Main Street was left in shambles. Homes and businesses destroyed. A community in Kentucky was left to face the question how to rebuild.

Today College of Design faculty member, Greg Luhan, and a group of students are proposing ideas. Their team envisions a sustainable, vertical farm and energy efficient homes and businesses, like those used in Southeast Kentucky communities to help provide a core manufacturing base hit hard during the recession.

But these aren't just Kentucky questions. And they aren't just Kentucky solutions. Dr. Luhan's work is also being studied in communities in Missouri and Pennsylvania, also devastated by natural disasters.

Yes, we have a special connection, a purpose to serve our state. But the impact of your work goes well beyond our borders.

Our work at the University of Kentucky is deeply rooted in community and in partnership.

Our Strategic Plan builds upon that promise which we've nurtured for 150 years. And thus our objective is to leverage leading edge technology, scholarship and research in innovative ways to advance the public good and to foster the development of citizen scholars.

These stories speak to the monumental role that you play as faculty at the University of Kentucky. They paint a picture of your influence across the spectrum of disciplines.

This Gallup Purdue Index shows, in a snapshot, your impact on student success. As you can see, students nationally, when asked if higher education was worth the cost indicated that they were 1.9 times more likely to agree with that statement if my professors cared about me as a person.

They were also 1.9 times more likely to agree with that statement if they had a mentor who encouraged me to pursue my goals and dreams. And they were 1.8 times more likely to agree with that statement if I had at least one professor who made me excited about learning.

And you'll notice that the

UKSenateMeeting12-14-15.txt

other numbers are important, things like engagement, becoming part of an organization, fraternity or sorority, if they had a paid job or internship. But the factors that made the most difference were faculty.

As you can see, faculty have the greatest impact and effect on student perceptions. You are on the front lines of student success. Your impact cannot be overstated. Your crucial efforts will allow us to achieve our ambitious goals related to retention and graduation.

I like to say that academic excellence is the underpinning of everything we do and our future success. Academically excellent faculty leading and participating in academically excellent programs recruit, retain, and graduate academically excellent students.

Thank you for everything that you do and I look forward to working with you and taking any additional questions.

YEAGER:

Kevin Yeager, Arts and Sciences.

So the ending I thought was really interesting about academic excellence, but I think another issue also is graduate students in particular need to be paid a wage that they can survive on.

So I don't know about the other colleges in the University, but I do know in Arts and Sciences a couple years ago the college supported a study into this and of the 17 units in the college, only 1, one, met the average in the discipline as compared to benchmark institutions. That means 16 of 17 units were below average.

So I don't know how pervasive this problem is in the University in general, but certainly in the largest college in the University, it is a critical problem. So I'd like to hear what thoughts you might have on that subject.

TRACY:

Sure. And in our data, Dr. Carvalho has produced a lot of data related to graduate student stipends, and probably the most looked at benchmark, there's the Oklahoma State study, but we compared it to the Big Ten.

The Big Ten publishes their graduate student stipends across all Big Ten schools, you can see the averages. And we're about \$2,000, if I remember right, Susan, below the average, on average. For some schools we're higher,

UKSenateMeeting12-14-15.txt

for some schools we're lower. There's a range there.

But it is certainly an issue that we need to address. And you'll see in the Strategic Plan there are objectives and there are action items related to that.

Stipends are at the college level and so this is something I would encourage you to advocate within your colleges as well. These are all decisions and so where do you put the money. And so colleges who do set the stipends for individual colleges, need to put that within their framework of what are the priorities within each college.

YEAGER:

Thank you.

TRACY:

Yes, Connie?

WOOD:

Connie Wood, Arts and Sciences.

One of the challenges of recruiting the highest quality graduate students to our program is that we're not competing against -- the average here is not the correct benchmark because we have to compete with the best programs in the country.

In the Strategic Plan, is there a mechanism for increasing funding for fellowships, either the add on or others that can help us actually attract the highest quality graduate student to UK?

TRACY:

Yeah, it's a good question.

So there are also some action items related to development efforts, for instance, to gain money for fellowships and assistantships.

Again there are ways of looking at how we distribute our money. Right now, of our let's call core scholarships, the core scholarships meaning our institutional money that we put in, it's about 103 or \$107 million. A little over 30 million of that goes into graduate education. About 63 million goes into undergraduates, so I guess it's 40 million to some other mandated programs. So it's somewhere in the low 30s that we put into graduate education from our core scholarship money.

But it certainly has action items related to looking at that. And you're right, if you're going to increase the quality and distinctiveness of your programs, you have to recruit the best students to be part of that.

And so we also have to think about where we want to put those efforts and where are distinctive programs and how we fund them adequately to make sure that we attract those outstanding students. So there are action items

UKSenateMeeting12-14-15.txt
related to that. Dr. Carvalho led that group and I think did a wonderful job in putting together the plans for that and the action steps within those specific initiatives to address those issues.

Thank you. Again, I appreciate the opportunity to speak with you and something I'm certainly passionate about because it really is the work that you do that makes this University happen and we appreciate it very much.

HIPPISLEY: Thank you, Provost Tracy. We have a little bit of time for this erstwhile item "Any Other Business." Anyone like to raise anything? Any concerns or discussion?

WOOD: Move to adjourn.

CALVERT: Second.

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

COMMONWEALTH OF KENTUCKY)
COUNTY OF FAYETTE)

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

My commission expires: April 6, 2019.

IN TESTIMONY WHEREOF, I have hereunto set my hand and seal of office on this the 18th day of January, 2016.

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